

ADMINISTRATIVE MANUAL

for CBEDS Coordinators
and School Principals

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FOREWORD

The California Basic Educational Data System (CBEDS) is a single annual collection of data about school staff and enrollment. Its purpose is to satisfy the Department's continuing needs for information necessary for reporting, program management, and planning. The system is designed to allow the data to be combined in many ways to serve various purposes and to reduce the number of information collections made by the Department.

This *Administrative Manual for CBEDS Coordinators and School Principals* is provided as a guide for conducting data collection activities for CBEDS in schools, districts, and offices of county superintendents of schools.

The California Department of Education is responsible for the administration and management of CBEDS. This function is under the direction of the Educational Demographics Office.

GENESIS DATA collects data for CBEDS through a contract with the Department of Education. The Department of Education conducts the data analysis of CBEDS and is responsible for maintaining the basic data.

Questions about distribution, collection, packaging of materials, missing supplies and general inquiries should be directed to the CBEDS Coordinator, GENESIS DATA, (510) 352-4607.

Questions related to the use of CBEDS software should be directed to the GENESIS DATA CBEDS Help Desk at (877) 613-3282.

To secure additional materials, contact the County CBEDS Coordinator in the appropriate office of the county superintendent of schools.

Questions about the content of CBEDS should be directed to the California Department of Education, Educational Demographics Office, (916) 327-0219.

**CBEDS data and information for CBEDS coordinators are available on the Educational Demographics Office website at:
www.cde.ca.gov/demographics/**

SIGNIFICANT DATES — CBEDS, 2002

By September 6	CBEDS coordinators receive materials from GENESIS DATA
By September 20	CBEDS coordinators train school staff in administrative procedures
October 2	INFORMATION DAY
October 18	Schools return materials to district CBEDS coordinators
By October 28	Districts ship materials or submit data via Internet to GENESIS DATA
November 10	We will notify your superintendent if your CBEDS data are not received by this date

GENERAL INFORMATION ABOUT CBEDS

What is CBEDS?

The California Basic Educational Data System (CBEDS) is a statewide database which has as its data sources county offices of education and school districts. CBEDS gathers information on staff and student characteristics as well as enrollment and hiring practices. Three separate forms are used to collect these data: the *County/District Information Form*, which gathers data on staff and enrollment; the *School Information Form*, which collects staff and enrollment data specific to schools; and the *Professional Assignment Information Form*, which collects data on certificated staff from county offices of education and school districts.

What Information is Collected?

The *County/District Information Form (CDIF)* requests counts of the following:

- **Number of classified staff** — by type, gender, and racial/ethnic designation.
- **Gifted and talented education** — by gender and racial/ethnic designation.
- **Adult education** — number of staff for 2001-02.
- **Service-Learning/Community Service** — whether or not the district has a school board policy that provides opportunities such that all students will participate in Service-Learning or Community Service.
- **Teacher shortage and demand** — by subject area the estimated number of hires for 2003-04.
- **High school graduation requirements** — by subject area, the minimum units required for a high school diploma for 2002-03.
- **Student Interdistrict Transfer** — number of students who are interdistrict transfers.

The *School Information Form (SIF)* requests counts of the following:

- **Number of classified staff** — by type, gender, and racial/ethnic designation.
- **School enrollment** — an unduplicated count by grade, gender, and racial/ethnic designation of students enrolled on Information Day.
- **High school graduates** — graduates in 2001-02 by gender and racial/ethnic designation.
- **High school graduates (completing UC/CSU entrance requirements)** — graduates in 2001-02 who completed all courses required for UC/CSU entrance, by gender and racial/ethnic designation.

- **High school graduates (vocational education sequence completion)** — graduates in 2001-02 who completed a vocational education sequence of courses, by gender and racial/ethnic designation.
- **Enrollment in selected high school courses** — students in grades 7-12 in selected mathematics and science courses by gender and racial/ethnic designation.
- **Vocational education enrollment** — students in grades 9-12 enrolled in vocational education courses by gender and racial/ethnic designation.
- **Dropouts** — dropouts in 2001-02 by gender and racial/ethnic designation for grades 7, 8, 9, 10, 11, and 12.
- **Alternative education** — enrollment by program type, and the number of graduates meeting high school requirements through independent study.
- **Technology** — number of computers used for instructionally-related purposes, the number of computers with a CD-Rom, the number of classrooms with access to the Internet, and the number of classrooms with Internet access that are also connected to a Wide Area Network (WAN).
- **Class Size Reduction** — by grade level, the type of option in which the school participates.
- **Educational Calendar** — type of calendar on which the school operates.
- **Health Centers** — indicates if a school has a school-based or school-linked health center.

The *Professional Assignment Information Form (PAIF)* requests the following information for certificated staff:

- **County, district, school name** — used as location identifier for data reported in the system.
- **Highest educational level** — provides statistical description of the education of professional staff.
- **Racial/Ethnic designation** — provides totals for each category for state and federal reporting.
- **Gender/birth year** — used for statistical computation of age and gender for descriptive and planning purposes, especially in supply and demand studies.
- **Educational service** — provides statistical description of educational experience of professional staff; used for transiency and mobility studies.
- **Assignment or course** — provides descriptive data for classes and nonteaching assignments.
- **Position** — used to prepare statistics on employment status for professional staff.
- **Teaching credentials** — used to project teacher training needs.

How and When is Information Collected?

Early in the fall, data collection forms are distributed to the district CBEDS coordinators who, in turn, distribute them to the schools prior to Information Day. If data cannot be collected on Information Day because of a conflict with other district activities, at the discretion of the superintendent, the data may be collected on another day of that same week. Year-round schools should also include the students who are off track on Information Day.

Who Provides Information for CBEDS?

On Information Day each county office of education, school district, and school is responsible for ensuring that the CBEDS forms appropriate to their level are completed. What follows is an identification of the form and educational agency responsible for completing it.

Each county/district superintendent has been asked to designate a CBEDS coordinator. It is the CBEDS coordinator's responsibility, on behalf of the superintendent, to ensure that all CBEDS data collections and reporting procedures are followed. The CBEDS coordinator should serve as the primary source for clarifying instructions on completing the CBEDS forms. Each district is responsible for assisting the CBEDS coordinator.

The *County/District Information Form* is to be completed by:

- Offices of county superintendents of schools.
- Local school districts operating elementary and/or secondary schools (single-school districts should complete and return both the *County/District Information Form* and the *School Information Form*.)
- California Youth Authority.
- State Special Schools.

The *School Information Form* is to be completed by:

- All public schools maintained by offices of county superintendents of schools (including juvenile halls and other special schools), except for preschools, children's centers, adult schools, and regional occupational centers/programs.
- All public schools administered by a school district, except for preschools, children's centers, adult schools, and regional occupational centers/programs.
- All public schools maintained by the California Youth Authority.
- State Special Schools.

The *Professional Assignment Information Form* is to be completed by:

- **Certificated employees employed in a certificated position** in a school district, office of the county superintendent of schools, the California Youth Authority, or the State Special Schools.
- **District or university interns** authorized by the Commission on Teacher Credentialing.
- **Noncertificated administrators** in the school district or an office of the county superintendent of schools at the **level of assistant, deputy or associate superintendent or higher, if the district governing board**

has waived certification requirements.

- **Substitute teachers** serving as **long-term substitutes** as defined by the district.

The *Professional Assignment Information Form* should **not** be completed by:

- Certificated employees in adult education, regional occupational programs (ROP), preschool, or before or after school child care programs that do not include instructional programs designed to meet requirements for promotion or grade level standards.
- Classified employees in a noncertificated position below the level of assistant, deputy, or associate superintendent.
- Short-term substitute teachers as defined by the district.

How is the Information Used?

Information collected through CBEDS is designed primarily for use by the Department of Education to produce state and federal reports required in whole or in part by Education Code § 10600-10610, 41405, 52616, 54141, and 58511; by Government Code § 13073 and 13073.5; by California Code of Regulations, Title 5, Section 97; by Public Laws 94-142, 94-482, and 95-40; and Titles VI and IX of the Civil Rights Act of 1964, as amended.

CBEDS data are also used to compute funding for: School Improvement; Tenth Grade Counseling; Instructional Materials; Vocational Education; Title I Improving the Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; Title II Preparing, Training and Recruiting High Quality Teachers; Title V Promoting Informed Parental Choice and Innovative Programs - Part A, Innovative Programs; Before and After School Learning and Safe Neighborhood Partnership Program; Safe and Drug-Free Schools; Healthy Start Support Services grants; the California Technology Assistance Project; Technology Literacy Challenge Grant; Digital High School; Staff Development for Technology (grades 4-8); Economic Impact Aid; Peer Assistance Review; K-4 Classroom Library Materials; School Safety and Violence Prevention; and determining the cap on provisional K-3 class size reduction program funding.

Additional uses of CBEDS data include projection of future enrollments, certificated employee ratios, vocational education staff and student counts for federal reporting, curriculum offerings, course enrollments, and identification of areas of teacher needs.

CBEDS data, after review and certification, are also made available to educational institutions and the general public over the Internet. To access the data on the Internet, use the following address <<http://www.cde.ca.gov/demographics/>>. On the Educational Demographics home page you will see a series of bullets that will link you to additional information. For assistance accessing data, please contact the Educational Demographics Office at (916) 327-0219.

Data from CBEDS may also serve local needs, such as class load analyses and studies of staff comparability among schools.

Collecting Data from Absentees

Professional staff absent on Information Day should complete the *Professional Assignment Information Form (PAIF)* when they return to work, if the district schedule for returning completed forms can be met. Those absentees who have not returned by October 15 will not be required to complete the form; however, principals must complete forms for those absentees. Name may be provided only with consent of the absent staff member. If the district uses Social Security number as the unique identifier that must also have consent to be provided. If a staff member has left the district or is on a leave of absence and will not return until after October 30, the long term substitute should complete the PAIF.

Receipt of Forms, Preparation of Data, and Submission Options

Receipt of Forms

CD-ROM - Software for the SIF/CDIF and PAIF was developed on a Windows platform and can be run on Windows95, Windows98, Windows2000, or Windows NT. County or district offices that choose to report their SIF/CDIF and/or PAIF data using the software will receive the CBEDS program on a CD-ROM and may select one of the following options:

For the SIF/CDIF, county and district offices will receive a CD-ROM with formatted data entry screens.

For the PAIF, county and district offices will receive a CD-ROM with formatted data entry screens that include 2001 PAIF biographical and credential data. The software provides county and district offices with the option of choosing to have the PAIF data entry screens include all assignment codes reported in 2001, only the assignment code in the first assignment block, or no assignment codes.

Paper – Counties and districts may choose to receive the County/District Information Form (CDIF), School Information Forms (SIF), and/or Professional Assignment Information Forms (PAIF) on paper.

Preparation of Data

Software on CD-ROM - If a district chooses to report its data using the software, it will be important to organize the data so that individual SIFs, CDIFs, and PAIFs are completed from information contained in the district's central files.

For the SIF, districts may either key enter the data for each school or import data that is formatted to California Department of Education (CDE) specifications. If the district chooses to use the software to complete either the SIF or CDIF, then both the SIF and CDIF must be completed using the software. Automated error reports, reasonability checks based on the 2001 data, summary functions, and data reports are part of the program.

For the PAIF, all certificated staff records must be updated. New records can be added and records can be deleted for persons no longer in the district.

Districts also have the option of importing data that is formatted to CDE specifications. The file layout is available from the software or you may request a printed version of the file layout from the Educational Demographics Office.

Paper - If a district chooses to report its data on paper, individual school principals fill out the paper SIFs and/or distribute paper PAIFs to each certificated staff member for completion. Counties and districts must complete and return the CDIF with their SIF and PAIF data.

Submission of Data

Internet or diskette - Districts may return their completed SIF/CDIF, and/or PAIF data to GENESIS DATA via the Internet or on diskette. We encourage Internet submission because it is easy and avoids disk problems that have occurred in the past.

Paper - Districts returning their completed CBEDS data on paper should refer to page 6 for detailed instructions on collecting and packing the CBEDS materials for shipment to GENESIS DATA.

See the table below for a summary of options:

Method District chooses to receive CBEDS forms*	Method District chooses to prepare CBEDS data	Method District chooses to submit CBEDS data**
1. CBEDS software on CD (CD includes two programs (1) PAIF and (2) SIF/CDIF)	1a. Manual data entry into CBEDS software	1a. Use CBEDS software to submit data over Internet
	1b. Import data into CBEDS software from district data system/software	1b. Use CBEDS software to prepare diskette to mail to GENESIS DATA
2. Paper Forms	2. Write or type data on paper forms	2. Mail paper forms to GENESIS DATA

* CBEDS software: If the district chooses to use the SIF/CDIF software, both SIF and CDIF forms must be prepared and submitted to GENESIS DATA using the software.

** Submission method: School districts that have used Magnetic Tape or other electronic files to submit their data in the past will now use the CBEDS software or paper.

CBEDS MATERIALS

Receiving and Inventorying the Materials

Parcel delivery of CBEDS materials to each district will be based on the district's reporting option. **UPS** will be used to deliver materials to districts.

County offices have the option of distributing and collecting CBEDS material for all districts in their county. County offices that have notified the Department of Education of their intent to exercise this option, should inform their districts of the procedures for returning the completed CBEDS materials to the county office. The packing list included with your materials contains the items and quantities enclosed in your shipment. Save the packing list for use in packing your material for return to GENESIS DATA. The packing list for each reporting option is as follows:

Paper Forms Completion Only - Shipment Contains

- *County/District Information Form* — one per office
- *County/District Header Sheet* — one per office
- *School Information Form* — one per school
- *School Header Sheet* — one per school
- *Professional Assignment Information Forms* — one preprinted for each certificated staff member whose name was reported in 2001, a supply of blank forms for staff who are new to the district or for whom no name or district assigned identification number was provided in 2001
- *Professional Assignment Information Form Instructions* — one per certificated staff member
- *Administrative Manual for CBEDS Coordinators and School Principals* — one for the CBEDS coordinator and one for each principal
- A.R.S. Return Bar Code Label(s)
- Packing List
- List of Schools

Compact Disk (CD) Only - Shipment Contains

- Compact disk (CD)
- SIF and/or PAIF "working copies" (if requested)
- Packing List
- List of Schools
- 2 administrative manuals

Compact Disks (CD) (and/or paper) - Shipment Contains

- *County/District Information Form* — one per office (if not submitting SIF/CDIF on disk or Internet)
- *School Information Form* — one per school (if not submitting SIF/CDIF on disk or Internet)
- *Professional Assignment Information Form* — one per certificated staff member (if not submitting PAIF on disk or Internet)
- SIF and/or PAIF "working copies" (if requested)
- School and County/District Header Sheet (if not submitting PAIF on disk or Internet)
- *Administrative Manual for CBEDS Coordinators and*

School Principals — two per district

- A.R.S. Return Bar Code Label(s)
- Packing List
- List of Schools
- *PAIF Instructions* — two per school (if "working copies" of PAIF are requested by county/district)

All forms and manuals have been revised for 2002. Please destroy any materials you might have from previous years. Forms provided in 2001, or before, cannot be processed.

Upon receipt of the shipment, check the materials received with the items enumerated on the packing list. If any materials are missing, call the GENESIS DATA CBEDS Coordinator at (510) 352-4607.

Extra blank forms are available from the CBEDS coordinator at your county office.

Distributing Materials to Schools Submitting PAIF Data on Paper

About two weeks before Information Day, each school should receive the following:

- *Administrative Manual*
- *School Information Form* (if submitting SIF on paper)
- *One School Header Sheet*
- Preprinted *Professional Assignment Information Forms* for certificated staff at the school
- Blank *Professional Assignment Information Forms* for certificated staff at the school who do not have a preprinted form
- One *Professional Assignment Information Form Instruction* for each certificated staff member at the school

(The *Professional Assignment Information Form* should not be stapled to any other materials.)

Care should be taken to maintain the confidentiality of the preprinted information on the PAIFs.

School administrators are instructed to return to the CBEDS coordinator preprinted *Professional Assignment Information Forms* for persons no longer employed at their school. If these persons are employed at another location in the district, the preprinted form may be forwarded by the CBEDS coordinator to the site administrator for distribution to the proper individual. If this redistribution is not convenient, the preprinted form should be destroyed. Preprinted *Professional Assignment Information Forms* for persons no longer employed by the district should be destroyed.

Collecting and Preparing Data for Return

It is the CBEDS coordinator's responsibility to collect and assemble all materials for return to GENESIS DATA. To prepare for mailing by October 28, CBEDS coordinators should receive forms from schools by October 18. This will allow for time to check and properly assemble forms before the forms are returned to GENESIS DATA.

If your county or district is submitting data on paper, use the packing list to assemble the following:

- From the county or district office:
 - One *County/District Information Form*
 - One *County/District Header Sheet*
 - The *Professional Assignment Information Forms* for county office or district office personnel, with the appropriate header sheet
 - List of Schools
- From each school administered by the county superintendent of schools or local district:
 - One *School Information Form*
 - One *School Header Sheet*
 - The *Professional Assignment Information Forms* for school personnel with the appropriate header sheet
 - List of Schools

CBEDS coordinators should verify that one *Professional Assignment Information Form* is included for each professional staff member (including district or university interns and pre-interns) at the reporting school, county, or district office and that a *School Information Form* and *School Header Sheet* have been completed for each school in the district. The CBEDS coordinator should check the *Professional Assignment Information Forms* from each school for completeness, and should check the *School Information Form* for valid enrollment counts.

Do not return preprinted PAIFs for persons who have retired, are on leave, or are otherwise not currently employed by the district.

The CBEDS coordinator should make photocopies of the *County/District Information Form* and/or *School Information Form* for his/her records and for the County Superintendent's Office.

IMPORTANT

The CBEDS Coordinator's Checklists provide step-by-step instructions for collecting, reviewing, assembling, and packing the forms for return to GENESIS DATA. Return only completed forms to GENESIS DATA. Be sure that only 2002 forms have been used. Destroy any unused forms.

Preparing Materials for Return from Districts Submitting Data on Disks:

If your district is submitting data by Internet or disk, use the packing list to collect the following:

- *County/District Information Form* (if applicable)
- *School Information Form* (if applicable)
- Disk
- List of Schools

CBEDS coordinators should verify that the forms are completed correctly. Package the disks securely for return to GENESIS DATA.

Returning Materials to GENESIS DATA

All materials from districts or offices of county superintendents of schools should be returned to GENESIS DATA in a single shipment. **Do not return partial or incomplete shipments.**

GENESIS DATA will use the **UPS Authorized Return Service (A.R.S.)**. Use the pre-addressed UPS A.R.S. labels provided with your materials and follow the steps listed below:

1. Place an A.R.S. label on each carton to be returned. If you are reusing the boxes in which materials were sent to you, be sure to remove old labels.
2. On the A.R.S. label, indicate box ____ of ____.
3. Place the boxes where UPS normally picks up or delivers packages to your district. The next time a UPS driver stops at your district, the driver can take your boxes. If UPS makes regular stops at your district, you DO NOT have to call for pickup.
4. If UPS does not make regular pickups at your district, you can fax the pickup form to UPS.
 - Fax the Pickup Request Form toll-free to: 877-899-3493
 - UPS will pick up the materials within 2 working days
5. If you do not have a fax or you need additional A.R.S. labels, call the GENESIS DATA CBEDS Coordinator at: (510) 352-4607.
6. Materials can also be taken to any UPS center or any Mailboxes ETC store.
7. Except for marking the number of boxes returned, do not alter the return labels sent to you. Do not copy the A.R.S. labels.
8. After returning your materials, destroy any extra A.R.S. labels remaining. They cannot be used for future shipments. These labels can only be used for returning 2002 CBEDS materials to GENESIS DATA in San Leandro, California.

All shipments to GENESIS DATA should use the following return address:

GENESIS DATA, Inc.
CBEDS Processing
433 Callan Ave Suite 101
San Leandro, California 94577

GLOSSARY OF TERMS

Administrative Employee

An administrative employee is defined as an employee of the district in a position requiring certification but who is not required to provide direct instruction to pupils or direct services to pupils (services such as those provided by a pupil services employee E.C. 41401). This does not include mentor teachers who are to be reported as teachers (E.C. 44496, AB 70, Chapter 1302, 1983 Statute).

Advanced Placement

Advanced Placement (AP) is a program that allows high school students to complete college level coursework. The College Board, sponsor of the program, provides a variety of courses in history, language, science, mathematics, music, and art. Colleges participating in the program may grant college credit or appropriate placement to students who pass the AP examination.

Alternative Education

“Alternative education” is a course of study prescribed by the Education Code which is **different** from and is an alternative to conventional or regular instruction (see E.C. § 51225.3 (b)). For the district, it may be **mandated** (as with a continuation high school) or **optional** (as with a “magnet,” independent study option, or a partnership academy). For pupils and teachers in an alternative school or program established under the Education Code provisions for alternatives (see E.C. § 58500-58512) participation is always voluntary.

For some other educational alternatives, including continuation and opportunity education, pupil and teacher participation may be involuntary. Alternative education is essentially **an alternative to regular schooling**. Students may be engaged in more than one alternative concurrently.

The categories within which students in alternative educational programs are to be reported on the *School Information Form* are discussed below:

“Continuation Classes” are classes which meet the mandate for continuation education. These classes are maintained for students enrolled in the comprehensive high school or a continuation high school.

“Community/experience based” means any instructional program that is based in the community, including community service, internship, city (or community) as school, school without walls, and experience or field-based education. Do not include community day schools.

“Opportunity” means an instructional program for pupils at-risk, with specialized curriculum, counseling, and psychological services for rehabilitation purposes that is not a permanent alternative to regular education. It is typically provided in one classroom with one or more teachers. See E.C. § 48630-48637.

“Magnet” means any program or school within a school designed to attract students away from their school of residence. A magnet school/program is established and operates on the basis of a particular curriculum theme and/or a particular instructional mode or structure, and may or may not be intended for achieving racial balance.

“Pregnancy/Parenting” refers to the total number of identified pregnant/parenting female and expectant/parenting male pupils who receive specialized services (child care, classes, counseling, case management, etc.) through the school or program in which they are enrolled. Count each student only once.

“Independent study” means an alternative to classroom instruction consistent with the district’s course of study, engaged in voluntarily by the pupil in accordance with the terms and conditions of a written agreement as required by EdC sections 51745-51749.3. The pupils’ study is always under the general supervision of a certificated district teacher.

“Other” means all alternative programs or educational options not encompassed by the preceding categories. “Other” would **not** include Community Day Schools (E.C. § 48660) since these are separate schools and not programs offered as part of another school. Each Community Day School should have its own CDS code and be reported on its own School Information Form.

“Number of graduates meeting high school requirements through independent study” is for reporting the number of students who were engaged in independent study and who either graduated from high school or successfully completed a high school equivalency exam (i.e., GED or CHSPE) during the prior school year.

Class Size Reduction

If a district implements **Option 1** there is one certified teacher for each K-3 class of 20 or fewer students assigned to a separate, self-contained classroom. Students are assigned to this class for the substantial majority of the school day.

If a district implements **Option 2** there is one certified teacher for each K-3 class of 20 or fewer students for half of the instructional minutes per day. Reading and mathematics, as a minimum, must be provided during the minutes of reduced size classes.

Classified Employee

A classified employee is defined as an employee of a school district, employed in a position not requiring certification qualifications. In addition to the paraprofessionals and office/clerical staff, “other classified staff” may include custodians, food service staff, bus drivers, business managers, or staff below the level of assistant, deputy, or associate superintendents who hold positions

not requiring credentials. For CBEDS reporting, do not include preschool, adult education, or ROP classified employees.

County/District offices may use different time periods to qualify employees as full-time. However, for CBEDS reporting, a staff member must work a minimum 30 hours per week to be given full-time status.

Community Service

Community Service means volunteering done in the community. The terms “community service” and “service-learning” are sometimes used interchangeably, but they are distinct concepts. See the definition of “Service-Learning” for further reference.

Dropouts

The California Department of Education defines a dropout for the CBEDS data collection as a person who meets the following criteria:

- was formerly enrolled in grades 7, 8, 9, 10, 11, or 12
- has left school for 45 consecutive school days and has not enrolled in another public or private educational institution or school program
- has not re-enrolled in the school
- has not received a high school diploma or its equivalent
- was under twenty-one years of age
- was formerly enrolled in a school or program leading to a high school diploma or its equivalent

Districts must consider students as potential dropouts, if their 45th day of consecutive non-attendance occurred between the opening day of school in the fall of 2001 and the closing day of school in the spring. For CBEDS reporting, these students are to be officially reported as dropouts if they have not returned to school by Information Day in October. Thus, students who had left school for more than 45 days, but returned prior to Information Day are not to be reported as dropouts.

The Department maintains a policy regarding dropout verification which accepts documentation other than transcripts as evidence that students, who have left school for more than 45 days, are enrolled in other institutions of higher learning or have received a high school diploma or its equivalent. The documentation must be received from a responsible adult having knowledge of the student’s status.

Districts are responsible for determining the status of their “no-show” students. “No-shows” are students who completed any of grades 7 through 11 during the 2000-01 school year, but who did not begin attending the next grade in the school to which they were assigned or in which they had pre-registered or were expected to attend in the fall of 2001. It is important to verify if no-shows are dropouts or merely attending a school other than the school where they were expected. If you establish that a fall 2001 “no-show” student assigned to your school is a dropout, you are responsible for reporting that

student as a dropout on the October 2002 CBEDS report.

If a student is under 21 years of age, transfers to an adult school and is a no show at the adult school, the school that transferred the student should report the student as a dropout. It is the high school's responsibility to determine if the student is enrolled and attending the adult school.

Unless a district has year-round schools, summer school should not be counted as part of the non-attendance days.

The following is a checklist to assist in determining if a student is a dropout.

DROPOUT CHECKLIST	
A STUDENT WHO HAS LEFT SCHOOL AND WHOSE 45TH DAY OF CONSECUTIVE NON-ATTENDANCE OCCURS DURING THE 2001-02 SCHOOL YEAR.... AND	REPORT ON 2002 SIF AS A DROPOUT?
Graduated, received high school diploma, GED or CHSPE certificate	No
Transferred to and is attending any public or private educational institution and is in a program leading toward a high school diploma or its equivalent	No
Died	No
Has not graduated, has not completed an approved program, has not died, and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Completed four years of high school, has not graduated or received a GED or CHSPE certificate, and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Was suspended or expelled and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Was incarcerated, was in the armed forces, in the Job Corps, or in the Peace Corps, and is not known to be in a secondary educational program	Yes
Left school to get married	Yes
Moved out of district, out of state, or out of the United States and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes

Left school prior to 21 years of age, without receiving a diploma, GED or CHSPE certificate, and is not known to be in an educational program leading toward a high school diploma or its equivalent Yes

Was reported as a dropout on a CBEDS School Information Form in any year prior to October 2001, re-enrolled in school since dropping out, subsequently left school, has not graduated or completed an approved program, and is not known to be in an educational program leading toward a high school diploma or its equivalent Yes

District placed student in an adult program, but has no verification if the student is enrolled and attending the adult school Yes

Educational Calendar

Single-track Year-Round School. Students follow an educational calendar which has frequent and shorter vacation periods. The entire student body occupies the facility for on-track sessions, and shares similar vacation schedules during off-track periods.

Multitrack Year-Round School. Students are divided into three to five groups to increase the enrollment capacity of the facility. The three, four or five tracks rotate throughout the year, following an educational calendar which has frequent and shorter vacation periods. One of the tracks is always on vacation.

60/20 – Under this plan, the school year is divided into three 60-day (12 week) instructional periods and three 20-day (4 week) vacation periods.

60/15 – Under this plan, the school year is divided into three 60-day (12 week) instructional periods and four 15-day (3 week) vacation periods.

90/30 – Under this plan, the school year is divided into two 90-day (18 week) instructional periods and two 30-day (6 week) vacation periods.

45/15 – Under this plan, the school year is divided into four 45-day (9 week) instructional periods separated by four 15-day (3 week) vacation periods.

Concept 6 – The school year is divided into two 80-day (16 week) instructional periods and two 40-day (8 week) vacation periods. This is a three-track calendar.

Custom Calendar – A year-round educational program not described above which has less than eight consecutive weeks of vacation scheduled during the school year.

Racial/Ethnic Designations

The following racial and ethnic designations and definitions have been modified to reflect the new federal standards and more current use. The racial/ethnic designation which most closely reflects the individual's recognition in the community should be used for the purposes of

this report. For student enrollment, report each student in only one designation. For each certificated staff, the district may report one or more racial/ethnic designation(s).

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam. On the PAIF, the racial/ethnic designation of Asian is further broken into sub-categories.

African American, not of Hispanic Origin: A non-Hispanic person having origins in any of the black racial groups of Africa.

Filipino: A person having origins in any of the original peoples of the Philippine Islands.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (excludes the Philippine Islands). On the PAIF, the racial/ethnic designation of Pacific Islander is further broken into sub-categories.

White, not of Hispanic Origin: A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Portugal, Egypt, and Iran.

Multiple or No Response: This is **not** a designation that should be used for local collection of racial/ethnic data from individuals. This designation, probably an interim measure, should be used to report aggregated data from districts that have decided to allow parents or students to identify more than one race or ethnicity or to not make any identification. This designation has been added to provide reporting flexibility to districts that may already be implementing the federal standards. There is no requirement that districts change their racial/ethnic data collection at this time.

Full-time Equivalent (FTE) Employee—Certificated Staff Only

A Local Educational Agency (LEA) may be using different time periods to qualify certificated employees as full-time. However, for CBEDS reporting, a certificated staff member must work a minimum of thirty hours per week to be given full-time equivalent status. The Department expects that most districts will have between thirty and forty hours a week as a minimum requirement for full-time status. Personnel who work less than full time are to be designated by the percentage of time they work. For example, a half-time person is .50 FTE; a quarter-time person is .25 FTE, etc.

Gifted and Talented Education (GATE)

Gifted and talented pupils are defined in the Education Code section 52201 as pupils enrolled in a public elementary or secondary school who are identified as possessing demonstrated or potential abilities that give evidence of high performance capability. High performance capability is defined by each school district governing board. Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, leadership, high achievement, performing and visual arts talent, or any other criterion proposed by the district and approved by the State Board of Education in the district's GATE application. (Education Code Section 52202)

Grade Level

Grade level is established based on district criteria.

Information Day

On this day, personnel in schools, districts, and county offices of education are requested to provide information regarding school staff, enrollment, and accountability indicators.

Interdistrict Transfers

Interdistrict transfer students are defined as incoming students from a California school district that have voluntarily sought and subsequently received a transfer permit to attend another school district. For CBEDS reporting, the district should report the number of interdistrict transfers that are received by the district.

International Baccalaureate

The International Baccalaureate (IB) is an internationally recognized high school diploma. All IB diploma candidates are required to engage in the study of languages, sciences, mathematics, and humanities in the final two years of high school. Universities may grant college credit or appropriate placement to students who pass the IB examination.

Other Classified Staff

Other classified staff includes all non-certificated staff not reported as "paraprofessionals" or "office/clerical staff," such as managers, custodians, food service staff, bus drivers, noon duty supervisors, staff below the level of assistant, deputy or associate superintendent, etc.

Paraprofessional

Paraprofessional includes teaching assistants, teacher aides, pupil service aides, and library aides.

Pupil Services Employee

A pupil services employee is defined as an employee of the district in a position requiring a standard designated services credential, health and development credential, or a librarian credential and who performs direct services to pupils (e.g., counselors, guidance and welfare personnel, librarians, psychologists, etc.). Program specialists as defined in Education Code Section 56368 are also to be reported as pupil services employees.

School-Based Health Center

A school-based health center (SBHC) is dedicated to providing a comprehensive, primary care program offering age appropriate primary medical, mental health, disease prevention, health education, and social services. Most services are provided on site on the school campus. SBHCs also provide linkages and referrals to primary care providers.

School-Linked Health Center

A school-linked health center (SLHC) is a comprehensive primary care program offering age appropriate primary medical, mental health, disease prevention, health education, and social services. A SLHC is located near one or more schools, but not on a school campus. SLHCs have formal agreements with one or more districts or schools regarding areas such as referral, confidentiality, and feedback.

Service-Learning

Service-Learning is an instructional strategy that uses community service to achieve educational goals. The following five elements must be evident in order for an activity to be classified as Service-Learning. Service-Learning is a method:

- whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community;
- which is coordinated with an elementary school, secondary school, institutions of higher education, or community service programs, and with the community;
- which helps foster civic responsibility;
- which is integrated into and enhances the academic curriculum of the students, and
- which provides structured time for the students to reflect on the service experience.

Special Education Reporting

Each special education student, (including special day class) should be reported in the grade appropriate to his or her level. This is important because some funding sources use CBEDS enrollment counts from specified grade levels and ungraded students may not be counted. If it is not possible to report a grade level for the special day class students, school districts may report them on CBEDS in either "Ungraded elementary (K–8)" or "Ungraded secondary (9–12)". **Districts should report only those students who are enrolled in kindergarten through grade 12.**

Support Teaching Assignment

Instruction provided by a teacher who is not the primary teacher of record for those students. In most cases, this is a teacher who provides instruction to students in multiple classrooms at a school or to multiple schools. This teacher may also provide instruction to small groups of

students within a classroom or in another setting. The support teaching assignment codes are intended for elementary teaching assignments. In most cases, the middle and high school teachers should not use these codes to report their assignments.

Teacher

A teacher is defined as an employee of the school district who holds a position requiring certification and whose duties require direct instruction to the pupils in the school(s) of that district. Mentor teachers are to be reported as teachers. Long-term substitutes may be reported as teachers only if the employees for whom they are substituting are not reported.

Teaching Credentials

Full Credential: Completed the teacher preparation program and hold a preliminary, clear, professional clear, or life credential.

District Internship: District credential program in which interns participate in preparation that includes staff development, but may or may not include college coursework.

University Internship: University credential program in which the intern is enrolled in the university taking coursework while teaching.

Pre-intern: The pre-internship program sponsored by school districts or county offices is designed to assist and support teachers in meeting subject-matter competence for an internship program or full credential. Employers provide basic training in classroom management, lesson planning, and teaching methods.

Emergency Permit: Requested by an employer on behalf of an individual who does not qualify for a credential or internship but meets minimum certification requirements. The permit holder completes credential requirements through a college or university for renewal. For purposes of this collection, districts are not required to report an authorization for the “30-day emergency permit”.

Waiver: Requested by an employer on behalf of an individual when the employer is unable to find credentialed teachers or individuals who qualify for an emergency permit.

Ungraded Elementary (K–8)

Ungraded elementary means any student in kindergarten through grade 8 in an ungraded program. These may include special education students in special day classes.

Ungraded Secondary (9–12)

Ungraded secondary means any students in grades 9 through 12 (excluding adults) in an ungraded program. These may include special education students in special day classes.

Wide Area Network

This is a network that connects Local Area Networks (LANs) and single computer systems to other systems and other LANs outside the building. Most WANs are connected via the Internet, Bitnet, or other internetworks.

APPENDIX

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- Use a number two pencil to mark this form.
- Make all marks black and heavy.
- Erase completely any marks you wish to change.

Complete this form and place it on top of the completed *Professional Assignment Information Forms* (PAIFs) for certificated staff who are assigned to this county or district office. The purpose of this header sheet is to provide a count of completed forms as well as to ensure that the appropriate county-district code is linked to the completed PAIFs. **IMPORTANT:** When entering the number of PAIFs being returned in the box below, do NOT add in the number of PAIFs being returned behind School Header Sheets for certificated staff assigned to specific schools.

County: _____

District: _____

County-District Code: _____

NUMBER OF SCHOOLS

In the boxes above the columns of circles, write in the number of schools in this county or district for which completed *School Information Forms* are being returned. If the number being entered has less than three digits, use preceding zeros. For example: write in 002 or 022. In each column, blacken the circle which corresponds to the number written above (including preceding zeros).

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

NUMBER OF PAIFs RETURNED FOR STAFF AT COUNTY/DISTRICT OFFICE ONLY

In the boxes above the columns of circles, write in the number of completed PAIFs being returned for certificated staff not working at a school site. If the number being entered has less than four digits, use preceding zeros. For example: write in 0002, 0022, or 0222. In each column, blacken the circle which corresponds to the number written in the box above (including preceding zeros). The county/district code on the *County/District Header Sheet* must match that on the PAIFs.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DO NOT WRITE IN THIS BOX

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

California Basic Educational Data System
California Department of Education

- Use a number two pencil to mark this form.
- Make all marks black and heavy.
- Erase completely any marks you wish to change.

Complete this form and place it on top of the completed *Professional Assignment Information Forms* (PAIFs) for certificated staff who are assigned to this school. The purpose of this header sheet is to provide a count of completed forms as well as to ensure that the appropriate county-district-school code is linked to the completed PAIFs.

County: _____

District: _____

School: _____

County-District-School Code: _____

NUMBER OF PAIFs RETURNED FOR STAFF AT THIS SCHOOL

In the boxes above the columns of circles, write in the number of completed PAIFs being returned for certificated staff assigned to this school. If the number being entered has less than three digits, use preceding zeros. For example: write in 002, 022. In each column, blacken the circle which corresponds to the number written in the box above (including preceding zeros). The county-district-school code on the School Header Sheet must match that on the PAIFs.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

DO NOT WRITE IN THIS BOX

0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

CBEDS COORDINATOR'S CHECKLIST (for paper submission only)

Use the following step-by-step instructions for collecting, preparing, and packing CBEDS materials.

_____ 1. Collect all materials from county or district office and schools by October 18, 2002.

_____ 2. Check *County/District Information Form* to be sure that:

- all data elements are accurate and complete
- it bears proper certification
- photocopies, as required, are made and properly distributed

_____ 3. Complete *County/District Header Sheet*

_____ 4. Check that there is a completed *Professional Assignment Information Form* (PAIF) for each certificated staff member in the county or district office. Check each PAIF for:

- complete and accurate gridding
- accurate information, including assignment codes
- heavy and dark response marks that completely fill the ovals
- stray marks (these should be completely erased so as not to interfere with scanning)

_____ 5. Assemble documents as follows:

- *County/District Information Form*
- *County/District Header Sheet*
- PAIFs for county or district office personnel

_____ 6. Bundle forms together using a strip of paper fastened to itself with tape. Do not use string, rubber bands, or tape to secure the bundle, as this could damage documents and render them unscannable.

For each school (items 7-10):

_____ 7. Check *School Information Form* to be sure that:

- all data elements are accurate and complete
- it bears proper certification

_____ 8. Make copies as appropriate for your records.

_____ 9. Check *School Header Sheet* for proper completion.

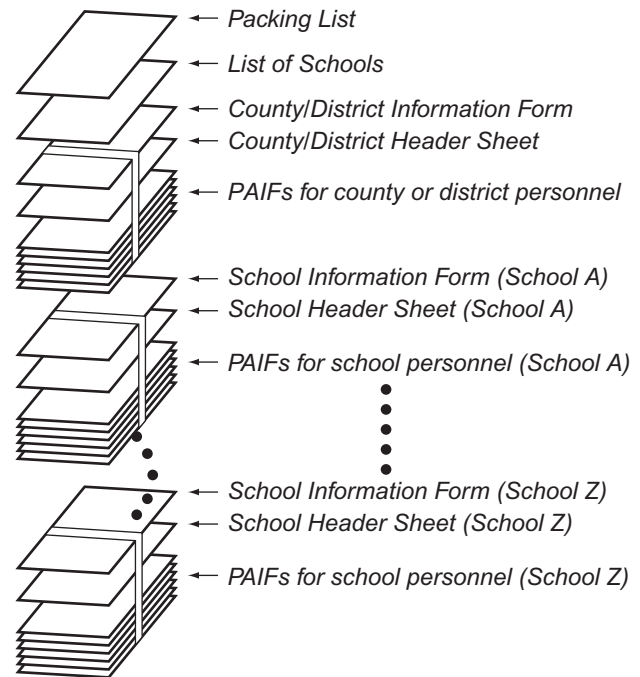
_____ 10. Check to see that each school bundle is in the following order:

- *School Information Form*
- *School Header Sheet*
- PAIFs for school personnel

_____ 11. Collect together all banded bundles.

_____ 12. Place the *Packing List* and the *List of Schools* on top of the bundles.

_____ 13. Check that all documents are assembled in following order:



_____ 14. Package for return shipment to GENESIS DATA. Follow return procedures printed on the *Packing List*.

Instructions for Completing the County/District Information Form

General Instructions

- Complete only one *County/District Information Form*.
- Report data current as of Information Day unless otherwise directed.
- The superintendent's signature certifies that the data are accurate.
- Make copies for the County Superintendent's Office and for your records as appropriate.
- Send the completed form to GENESIS DATA.
- Refer to the CBEDS Coordinator's Checklist (page 17) for instructions for assembling and returning documents.

Special Instructions

- **County Offices.** Report information only for students and staff in programs administered by the county office. Do not aggregate or duplicate district data.
- **District Offices.** Do not aggregate or duplicate information reported on a school report.

Detailed Instructions by Item

A. Number of Classified Staff

Report in lines 1-6, by type, gender, and racial/ethnic designation, the number of full-time and part-time classified employees assigned to the district office or county office of education and not a specific school site. Do not report adult education, ROP, or children's center/preschool classified staff. To be considered full-time, classified staff must work a minimum of six hours daily or not less than thirty hours a week. Refer to the Glossary of Terms for definitions of "racial/ethnic designation", "paraprofessional", and "other classified staff".

Report "paraprofessional", "office/clerical", and "other classified" staff members who work at a specific school site on the School Information Form.

If the "paraprofessional" or "office/clerical" staff serve at more than one school, they should be reported only once on the School Information Form and at the school where they serve a majority of their time.

If the "other classified" staff serve at more than one school, they should be reported on the County/District Information Form.

Do not report on the County/District Information Form the sum of the classified staff that were reported on the district's School Information Forms.

- **Single school districts report all classified staff on the School Information Form.**

B. Gifted and Talented Education

In line 7 report, by racial/ethnic designation, the numbers of pupils identified as gifted and talented in the district, regardless of whether or not these pupils are participating in the gifted and talented education (GATE) program. Gifted and talented pupils who have transferred from another district and who have been identified by the receiving district as gifted and talented should be included in the count. Refer to the Glossary of Terms for the definition of "Gifted and Talented Education".

C. Adult Education (2001-02)

Report the unduplicated count of full-time and part-time adult education certificated and classified employees by category in columns b and c of lines 1-4.

D. Service-Learning/Community Service

This section is to be completed by all school districts. Check the appropriate box to indicate if the district has a school board policy that provides opportunities such that all students will participate in service learning and/or community service. Refer to the Glossary of Terms for the definition of "service-learning" and "community service". If this section is left blank, we will assume your answer is "no".

E. Teacher Shortage and Demand

Report the projected or estimated number of teachers to be hired for the 2003-04 school year to fill new positions or vacated positions. A vacated position occurs if a teacher is expected to retire, resign, transfer, or begin a leave of absence. Do **not** include teachers expected to remain with the district in a new specialization.

Report information about classroom teaching positions and specialist positions, including those funded by local, state, or federal monies. Do not include administrative, guidance, media, library, health service, or non-certificated positions in "other specializations."

F. High School Graduation Requirements (2002-03)

For your district's 2003 graduates, report the minimum number units required in each subject, the total number of units needed for graduation in line 13, and the number of units in a one year course in line 14. In addition to the minimum graduation requirements, if your district's graduation requirements include any of the specific mathematics and/or science subjects listed, report those units in the spaces provided.

G. Student Interdistrict Transfers

The district receiving the interdistrict transfers should report the total number of student interdistrict transfers from other California school districts as of October 2, 2002 (Information Day) - regardless of the length of time the student has attended your district. Do not include student transfers from out-of-state school districts in Arizona, Oregon, and Nevada. Refer to the Glossary of Terms for further definitions.



California Basic Educational Data System
California Department of Education

County/District Information Form October 2002

COUNTY:
DISTRICT:
CD Code:

Single School Districts Only: Leave Section A blank. Report all classified staff on the School Information Form (SIF) only.		Male						Female						Totals				
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino		Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response
A. Number of Classified Staff - Report in whole numbers only classified employees who are assigned to the district office or county office of education.																		
1	Full-time																	
2	Part-time																	
3	Full-time																	
4	Part-time																	
5	Full-time																	
6	Part-time																	
B. Gifted and Talented Education (GATE) - Report the total number of identified GATE students. See glossary for definition.																		
7	GATE Students																	
C. Adult Education Staff (2001-2002) - Report in whole numbers only the unduplicated count of full-time and part-time staff.																		
Adult Education Staff		No. Full-time						No. Part-time						D. Service-Learning/Community Service. - This section should be completed by all school districts. See glossary for definitions. Does the district have a school board policy that provides opportunities such that all students will participate in either of the following: Service-Learning <input type="checkbox"/> Yes <input type="checkbox"/> No Community Service <input type="checkbox"/> Yes <input type="checkbox"/> No				
(a)		(b)						(c)										
1 Adult Education Teachers																		
2 Adult Education Pupil Services																		
3 Adult Education Administrators																		
4 Adult Education Classified Staff																		

*** Please turn form over and complete page 2 ***

Original - Return to GENESIS DATA for processing.
Make copies for the County Superintendent's Office and for your records as appropriate.

County/District Information Form Continued

CD Code:

E. Teacher Shortage and Demand For classroom teaching and specialist positions only. Report in FTEs to one decimal place. (Do not include administrative, guidance, media, library, health service or classified positions.)		F. High School Graduation Requirements (2002-2003) Minimum units required for a high school diploma. (Report units to one decimal place.)	
Subject Areas	Estimated Number of Hires for 2003-04	Subject Areas	
(a)	(b)	(a)	(b)
1 Agriculture	.	1 English	.
2 Art	.	2 Visual and Performing Arts	.
3 English and/or Drama	.	3 Foreign Language	.
4 Business	.	4 Foreign Language or Visual and Performing Arts	.
5 Foreign Language	.	5 Health	.
6 Home Economics	.	6 History - Social Science	.
7 Life Science	.	7 Mathematics	.
8 Mathematics	.	8 Physical Education	.
9 Music	.	9 Science	.
10 Physical Education/Health/Dance	.	10 Community Service	.
11 Physical Science	.	11 Electives	.
12 Reading	.	12 Other Requirements	.
13 Social Science/Studies	.	13 Total units needed for graduation	.
14 Trades and Industrial Arts	.	Units in a One-Year Course - Typically a one-year course is equivalent to 10 units. For example, if 4 years and 40 units of English are required for graduation, the number of units in a one-year course would be 10.	Report the number of units in a one-year course
15 Special Education	.		Units
16 Bilingual Education	.		.
17 Self-contained Classes	.		
18 Other Specializations	.		
		Specific Graduation Requirements for Mathematics and Science Complete the following section ONLY if your district's high school graduation requirements for mathematics include any of the subjects listed below or for science specify laboratory science.	
G. Student Interdistrict Transfer The districts receiving the interdistrict transfers should report the total number of students who are interdistrict transfers as of Information Day. If none, enter "0". See Administrative Manual for definition.		Mathematics Required for Graduation 15 Algebra I or Integrated Mathematics I (college preparatory) 16 Geometry or Integrated Mathematics II (college preparatory) 17 Algebra II or Integrated Mathematics III (college preparatory) 18 Probability and Statistics or Data Analysis Laboratory Science 19 Laboratory Science required for graduation	
		Units	
		Units	
		Units	
		Units	
Name of person completing form (please print)		Certification: I hereby certify that the data reported on this form are accurate and complete.	
Telephone ()		Signature of Superintendent (or designee)	
Extension		Date	

Instructions for Completing the School Information Form

General Instructions

- Complete only one *School Information Form* for a school.
- Report data current as of Information Day.
- Obtain the principal's signature to certify that the data are accurate.
- Make a copy for the County Superintendent's Office as appropriate. Retain a photocopy for school files.

Special Instructions

- **County Superintendents.** Do not report data for students concurrently enrolled in a school district.

Detailed Instructions by Item

A. Number of Classified Staff

Report, in whole numbers in lines 1-6 by type, gender, and racial/ethnic designation, the number of paid full-time and part-time classified staff as of Information Day. Do not report adult education, ROP, or children's center/preschool classified staff. Refer to the Glossary of Terms for definitions of "racial/ethnic designations," "paraprofessionals," and "other classified staff." Report "paraprofessional," "office/clerical," and "other classified" staff members who work at a specific school site on the School Information Form.

If the "paraprofessional" or "office/clerical" staff serve at more than one school, they should be reported only once on the School Information Form and at the school where they serve a majority of their time.

If the "other classified" staff serve at more than one school, they should be reported on the County/District Information Form.

- **Single School Districts.** Report classified staff on the *School Information Form* only.

B. School Enrollment

Report in lines 7-22, by gender, grade level, and racial/ethnic designation, the current total unduplicated enrollment as of Information Day. Refer to the Glossary of Terms for "Ungraded Elementary," and "Ungraded Secondary" definitions.

Report only those students enrolled in and attending a school or program leading to a high school diploma or its equivalent.

Special education students who are mainstreamed into the regular school program should be reported in the grade appropriate to their level. Special day class students may be reported in either "Ungraded Elementary" or "Ungraded Secondary", if it isn't possible to report them in a grade level.

Adults who are enrolled in a K-12 program leading to a regular high school diploma are to be reported separately by gender and racial/ethnic designation on the "Adults in K-12 Programs" line. This count is of students 21 years of age or older, and students 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday. This count should not include adults in independent study who are also enrolled in adult education, adults in correctional programs (inmates), or adults in special education.

C. High School Graduates (2001-02)

In line 24 report, by gender and racial/ethnic designation, the number of high school graduates who received a diploma in the 2001-02 school year as reported in the graduation requirement section on the CDIF. Do not include students with high school equivalencies (i.e. GED or CHSPE). Districts should report the number of 2001-02 graduates at the school from which they graduated. This year each district was provided with a School Information Form for those high schools and middle schools in their district that closed after October 3, 2001. These "closed school" School Information Forms should only be used to report prior year (2001-02) graduate data and/or dropout data.

High School Graduates Completing Courses Required for UC/CSU Entrance

In line 25 report, by gender and racial/ethnic designation, the number of students who:

- (1) graduated in 2001-02 or who graduated in the summer of 2002. (**Note:** Exclude students graduating on the basis of the California High School Proficiency Examination, those graduating from programs administered by a community college, and those graduates of Adult Education programs), and
- (2) completed all the courses required by UC/CSU and earned a "C" or better in each of the required courses.

The sequence of 15 courses required for UC admissions is known as the "a-f" requirements. Courses approved for your high school by the University of California to satisfy the "a-f" subject matter requirements must contain rigorous subject matter content as well as be academically challenging to ensure that the student attains essential critical thinking and study skills. The list of approved "a-f" courses is updated annually by the UC Office of the President based on information provided by each high school.

Both UC and CSU accept courses on the "a-f" list completed with a grade of C or better. In addition, CSU has a visual and performing arts requirement. The chart on page 27 gives a brief summary of the respective course requirements for UC and CSU admissions.

Line 25 is a subset of line 24. The number in each column in line 25 must be equal to or less than the number above it in line 24.

High School Graduates Completing a Vocational Education Sequence of Courses.

In line 26 report, by gender and racial/ethnic designation, the number of high school graduates who have also completed a vocational education sequence of courses.

In accordance with local district board policy, each district determines the number of vocational education courses that constitute a local vocational education sequence, the requirements for completion, and the minimum passing grade requirement. A vocational education sequence of courses, based on local policy, could include:

Courses commonly taught in Agriculture Education, Business Education (Marketing), Business Education (Office), Health Careers Education, Consumer and Homemaking Education, Home Economics-related Occupations, Industrial and Technology Education and Work Experience Education at the comprehensive high school;

Regional Occupational Centers/Programs (ROC/P), (a program whereby high quality vocational, technology, and occupational opportunities can be extended to existing high school vocational programs for students who are minimally 16 years old);

Community Classrooms (an instructional methodology which expands classroom instruction through unpaid on-the-job experiences);

Cooperative Vocational Education (an instructional methodology which correlates classroom instruction with paid on-the-job experience);

Work Experience Education (a program coordinated by school employees and including the employment of pupils in part-time jobs selected or approved as having educational value for them); and

Partnership Academies (a career-oriented program with the direct involvement of local employers to provide students with employable skills.)

Instructions for Completing the *School Information Form (continued)*

D. Enrollment in Selected Courses

(Grades 7-12 only)

In line 27-30 report, by gender and racial/ethnic designation, the number of students enrolled in the listed courses on Information Day. If your district offers these courses at a different time of year, and the students have been pre-enrolled, include these students in this section. Students on block scheduling should not be reported more than once on each line.

Intermediate Algebra/Algebra II corresponds to Assignment Codes 2404 and 2408.

Other advanced mathematics correspond to Assignment Codes 2406, 2407, 2409 through 2417, 2427, 2480, 2481, 2483, 2461, 2462 and 2463. **Note:** 2418 should be included if an advanced course content is offered.

Chemistry and Physics correspond to Assignment Codes 2607, 2613, 2671, 2672, 2673, 2661, 2662 only and not to advanced courses in these subject areas. **Note:** 2626, 2627, 2628, and 2629 should be included if introductory Chemistry or Physics is the primary content of the course.

E. Vocational Education Enrollment

(Grades 9-12 only)

In line 31 report, by gender and racial/ethnic designation, the number of students enrolled in one or more of the district-offered vocational education courses on Information Day. Count each student only once. If your district offers these courses at a different time of year, and the students have been pre-enrolled, include those students in this section. Do not include enrollment in ROC/P, even though such courses may be offered at the school site. These data will be used to meet federal reporting requirements which are not to include ROC/P.

F. Dropouts (2001-02)

In lines 32-37 report the number of dropouts by gender and racial/ethnic designation. Refer to the Glossary of Terms for the definition of a dropout and further clarification.

Please pay special attention when recording the number of dropouts for grades 7 and 8. Although these data have been collected in the past, they have not typically been included in dropout reports. In the future, dropout data for grades 7 and 8 will be used more frequently.

Districts should report the number of 2001-2002 dropouts at the school from which they dropped out. This year each district was provided with a School Information Form for those high schools and middle schools in their district that closed after October 3, 2001. These "closed school" School Information Forms should only be used to report prior year (2001-2002) dropout data and/or graduate data.

G. Alternative Education

In lines 1-8 report the enrollment for each type of alternative education and the number of graduates meeting high school requirements through independent study. Refer to the Glossary of Terms for further instructions.

H. Technology

Computers Used for Instructionally-Related Purposes

In line 1 report the number of computers owned or leased by the school which are used for direct instruction, curriculum development, classroom management, preparation of instructional materials, or similar activities. The count should include computers used for instructionally-related purposes that may not be located at the school site (i.e., computers loaned to

teachers or students for work at home or at other locations). If there are no computers, enter "0." If your school does not provide this count, we will assume the answer is "0."

In line 2 report the number of computers used for instructionally-related purposes that have a CD-ROM. This number is a subset of the prior count of computers used for instructionally-related purposes, and may never be larger than the prior count. If there are none, enter "0." Check the box indicating "unknown" if you cannot provide the data. If your school does not complete this question, we will assume the answer is "unknown."

Internet Access

In line 3 report the number of classrooms or other instructional settings at the school (such as computer lab, library, or career center) with an Internet connection. This connection may include either:

- 1) access through a modem by dialing an Internet provider; or
- 2) access through a network of computers that has Internet access

Count each classroom, instructional setting, or computer lab only once, even if the classroom has more than one computer with Internet access. If there are no classrooms with Internet access, please enter "0." If your school does not provide this count, we will assume the answer is "0."

In line 4 report the number of classrooms with Internet access that are connected to a Wide Area Network (WAN). This number is a subset of the prior count of classrooms or other instructional settings at the school with an Internet connection, and may never be larger than the prior count. Refer to the Glossary of Terms for the definition of "Wide Area Network." If there are none, enter "0." Check the box indicating "unknown" if you cannot provide the data. If your school does not complete this question, we will assume the answer is "unknown."

I. K-3 Class Size Reduction

If your school participates in class size reduction, check the type of option(s) in which the school participates for grades kindergarten through grade 3. For each grade level, check the option(s) in which the school participates even if only some of the students at a grade level participate. If one grade level uses both option 1 and option 2, check both boxes.

J. Educational Calendar

Report the type of calendar on which your school operates. Do not report both single-track and multitrack for a single school site. If any part of the school is year-round, check single-track or multitrack. If your school does not complete this section, we will assume that your school is on a traditional calendar. In the Glossary of Terms, refer to "Educational Calendar" for the definitions of single-track, multitrack, and the types of year-round calendars.

K. Health Centers

If your school has a school-based health center or a school-linked health center, check the appropriate box. If your school does not have a health center, leave the section blank. Many schools receive regular services from a credentialed school nurse. These services, on their own, do not qualify as either a school-based or school linked health center. Refer to the Glossary of Terms for further definitions.

School Information Form October 2002

COUNTY:
DISTRICT:
SCHOOL:
CDS Code:

Original - Return to GENESIS DATA for processing.
Make copies for the County Superintendent's Office and for your records as appropriate.



		Male							Female									
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
A. Number of Classified Staff - Report in whole numbers. (Single school districts should report classified staff only on this form.)																		
1	Paraprofessionals	Full-time																
2		Part-time																
3	Office/Clerical	Full-time																
4	Staff	Part-time																
5	Other Classified	Full-time																
6	Staff	Part-time																
B. School Enrollment - In this section report enrollment on Information Day. Count each student only once.																		
7	Kindergarten																	
8	Grade 1																	
9	Grade 2																	
10	Grade 3																	
11	Grade 4																	
12	Grade 5																	
13	Grade 6																	
14	Grade 7																	
15	Grade 8																	
16	Ungraded Elementary																	
17	Grade 9																	
18	Grade 10																	
19	Grade 11																	
20	Grade 12																	
21	Ungraded Secondary																	
22	Adults in K-12*																	
23	School Enrollment Totals																	

* Do not include adults in Independent Study.

School:
CDS Code:

		Male							Female									
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White not Hispanic	Multiple or no response	Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
C. Graduates (2001-2002) - Include summer graduates (2002) but do not include students with high school equivalencies (i.e., GED or CHSPE) Lines 25 and 26 are a subset of line 24. The number of graduates reported in each column in lines 25 and 26 must be equal to or less than the number above it in line 24.																		
24	High School Graduates																	
25	High School Graduates Completing all Courses Required for UC and/or CSU Entrance																	
26	High School Graduates Completing a Vocational Education Sequence of Courses																	
D. Enrollment in Selected High School Courses - (grades 7-12)																		
27	Intermediate Algebra/Algebra II																	
28	Other advanced math course																	
29	Chemistry - First Year																	
30	Physics - First Year																	
E. Vocational Education Enrollment - (grades 9-12) - Report each student only once - do not include ROC/P																		
31	Number of Students																	
F. Dropouts (2001-2002)																		
32	Grade 7																	
33	Grade 8																	
34	Grade 9																	
35	Grade 10																	
36	Grade 11																	
37	Grade 12																	

School:
CDS Code:

G. Alternative Education All schools must complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.		I. Class Size Reduction (K-3) For each grade level, check the option(s) in which the school participates even if only some of the students at a grade level participate. If one grade level uses both Option 1 and Option 2, check both boxes. See Administrative Manual for definitions.																																																					
<table border="1"> <thead> <tr> <th rowspan="2">Types of Programs/Educational Options</th> <th colspan="2">Enrollment</th> </tr> <tr> <th>K-8 (b)</th> <th>9-12 (c)</th> </tr> </thead> <tbody> <tr> <td>1 Continuation classes (see definition)</td> <td></td> <td></td> </tr> <tr> <td>2 Community/experience based</td> <td></td> <td></td> </tr> <tr> <td>3 Opportunity</td> <td></td> <td></td> </tr> <tr> <td>4 Magnet Program</td> <td></td> <td></td> </tr> <tr> <td>5 Pregnant/parenting (see definition)</td> <td></td> <td></td> </tr> <tr> <td>6 Independent Study (not adult)</td> <td></td> <td></td> </tr> <tr> <td>7 Other</td> <td></td> <td></td> </tr> <tr> <td>8 Number of graduates meeting high school requirements through Independent Study (2000-2001)</td> <td colspan="2"> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> </td> </tr> </tbody> </table>		Types of Programs/Educational Options	Enrollment		K-8 (b)	9-12 (c)	1 Continuation classes (see definition)			2 Community/experience based			3 Opportunity			4 Magnet Program			5 Pregnant/parenting (see definition)			6 Independent Study (not adult)			7 Other			8 Number of graduates meeting high school requirements through Independent Study (2000-2001)	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>		<table border="1"> <tr> <td>Kindergarten</td> <td><input type="checkbox"/></td> <td>Option 1</td> <td><input type="checkbox"/></td> <td>Option 2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Grade 1</td> <td><input type="checkbox"/></td> <td>Option 1</td> <td><input type="checkbox"/></td> <td>Option 2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Grade 2</td> <td><input type="checkbox"/></td> <td>Option 1</td> <td><input type="checkbox"/></td> <td>Option 2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Grade 3</td> <td><input type="checkbox"/></td> <td>Option 1</td> <td><input type="checkbox"/></td> <td>Option 2</td> <td><input type="checkbox"/></td> </tr> </table>	Kindergarten	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>	Grade 1	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>	Grade 2	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>	Grade 3	<input type="checkbox"/>	Option 1	<input type="checkbox"/>	Option 2	<input type="checkbox"/>
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Name of person completing form (please print)		Certification: <i>I hereby certify that the data reported on this form are accurate and complete.</i>																																																					
Title (please print)		Signature of Principal (or designee)																																																					
Telephone ()		Date																																																					

**UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY
COURSE ENTRANCE REQUIREMENTS**

High School Subject Area	University of California Requirements, “a-f”	California State University Requirements
History/Social Science	a. Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures and geography	One year of U.S. history or U.S. history and government
English	b. Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature	Four years of college preparatory English
Mathematics	c. Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses. (four years recommended)	Three years of college preparatory mathematics (algebra, geometry, and intermediate algebra)
Laboratory Science	d. Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry or physics. The appropriate two years of an approved integrated science program may be used to fulfill this requirement. (three years recommended)	One year of laboratory science: biology, chemistry, physics, or other acceptable laboratory science
Languages other than English	e. Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading and composition. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses. (three years recommended)	Two years of the same language other than English
College Preparatory Elective Courses	f. Two years (four semesters) in addition to those required above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English (One year, beginning in 2005)	Three years in addition to those required above or below, chosen from the following areas: English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture
Visual and Performing Arts	(One year, beginning 2004)	One year in art, dance, drama/theater or music

- Use a No. 2 pencil to mark this form.
- Print the requested information in the boxes above the grids. Then make heavy black marks that fill the circles corresponding to the letters or numbers you have printed.
- Erase clearly any response you wish to change.
- Make no stray marks of any kind.
- School personnel should return the completed form to the school principal; district and county office personnel should return the form to their CBEDS Coordinator.

IF INFORMATION BELOW IS CORRECT, DO NOT MARK GRIDS

COUNTY
DISTRICT
SCHOOL

HIGHEST EDUCATIONAL LEVEL

(MARK ONE)

- ☐ Doctorate
- ☐ Master's degree plus 30 or more semester hours
- ☐ Master's degree
- ☒ Bachelor's degree plus 30 or more semester hours
- ☐ Bachelor's degree
- ☐ Less than bachelor's degree

RACIAL/ETHNIC DESIGNATION

(MARK ONE OR MORE)

- ☐ ☐ American Indian or Alaska native
- Asian
- ☐ ☐ Chinese
- ☐ ☐ Japanese
- ☐ ☐ Korean
- ☐ ☐ Vietnamese
- ☐ ☐ Asian Indian
- ☐ ☐ Laotian
- ☐ ☐ Cambodian
- ☐ ☐ Other Asian
- Pacific Islander
- ☐ ☐ Hawaiian
- ☐ ☐ Guamanian
- ☐ ☐ Samoan
- ☐ ☐ Other Pacific Islander
- ☐ ☐ Filipino
- ☐ ☐ Hispanic or Latino
- ☐ ☐ African American, not of Hispanic origin
- ☐ ☐ White, not of Hispanic origin

LAST NAME

FIRST NAME

M.J.

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

[illegible]

☐ A
 ☐ B
 ☐ C
 ☐ D
 ☒ E
 ☐ F
 ☐ G
 ☐ H
 ☐ I
 ☐ J
 ☐ K
 ☐ L
 ☐ M
 ☐ N
 ☐ O
 ☐ P
 ☐ Q
 ☐ R
 ☐ S
 ☐ T
 ☐ U
 ☐ V
 ☐ W
 ☐ X
 ☐ Y
 ☐ Z

DISTRICT ASSIGNED
STAFF IDENTIFICATION
NUMBER[illegible]

GENDER

Male

○

Female

**BIRTH
YEAR**

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
	9

EDUCATIONAL SERVICE

Total Years of Educational Service

Total years of professional educational service including this year. Include service in this district, other states, and countries. Do *not* include substitute teaching. If service is less than 10 years, use a preceding zero; e.g., 08.

0	0
1	1
2	2
3	3
4	4
5	5
	6
	7
	8
	9

Years in This District

Total years in this district as a contracted professional including this year. If service is less than 10 years, use a preceding zero; e.g., 08. First year teachers should use 01.

0	0
1	1
2	2
3	3
4	4
5	5
	6
	7
	8
	9

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male			Female		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class.
(MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male			Female		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class.
(MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male			Female		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class.
(MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male			Female		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class.
(MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male	Female
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class. (MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male	Female
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class. (MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male	Female
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class. (MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

1. Assignment or Course Title

2. Assignment Code

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. Percent of Your Time Spent in This Assignment

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

4. Teachers: Enrollment in this Class or Course

Male	Female
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Grade Level (departmentalized class)

Grade level of majority of students in this class. (MARK ONE)

- ☐ Any of grades K-3
☐ 4 ☐ 9
☐ 5 ☐ 10
☐ 6 ☐ 11
☐ 7 ☐ 12
☐ 8 ☐ Multiple grades, no majority (K-8)
☐ Multiple grades, no majority (9-12)

6. UC/CSU Course (grades 7-12)

Is this course designated as meeting the UC/CSU requirements for admission?

☐ Yes ☐ No

Status

Indicate whether your position is tenured, probationary, or long-term substitute or temporary employee. Mark "other" if none of the above apply.

Distance Learning or Private School Services. Refer to PAIF Instructions before completing this section.

Full or Part Time Position

Indicate whether your position is full time or part time as defined by the district. If you hold a part-time position, print the percent of a full-time position you hold. Fill in the corresponding circles.

Teach Over 100%

Indicate whether you are paid to teach in excess of your districts' full-time teaching position (i.e., an extra period or more). Do not include mentor teacher, coaching, adult education, ROP, department chair, or non-teaching assignments.

Status

- ☐ Tenured
☐ Probationary
☐ Long term substitute or temporary employee
☐ Other

For district use only. See PAIF Instructions.

- ☐ Distance Learning
☐ Non-public School Services

Full or Part Time Position

Is your position:

- ☐ Full time
☐ Part time →

--	--

 %

- ☐ 0 0
☐ 1 1
☐ 2 2
☐ 3 3
☐ 4 4
☐ 5 5
☐ 6 6
☐ 7 7
☐ 8 8
☐ 9 9

If part time, what percent of a full time position do you fill?

- Teach over 100% ☐ Mark "yes" only if you are paid to teach an extra period or more (i.e., in excess of a full-time position).

Complete the following section if a teaching code was reported for all or part of the assignment.

TYPE OF CALIFORNIA TEACHING CREDENTIAL(S) HELD (Mark "yes" for at least one item.)

- ☐ Full Credential
☐ University Fellowship
☐ District Internship
☐ Pre-intern
☐ Emergency Permit (used in current assignment)
☐ Waiver (used in current assignment)

AUTHORIZED TEACHING AREA(S) (Mark "yes" for at least one item.)

- ☐ Elementary/Self-Contained Classroom/Multiple Subject
☐ Secondary/Subject-Specific Classroom (check one or more areas below)
- | | |
|--|---|
| <input type="radio"/> General Secondary (all subjects) | <input type="radio"/> Industrial and Technology |
| <input type="radio"/> Agriculture | <input type="radio"/> Life Science |
| <input type="radio"/> Art | <input type="radio"/> Mathematics |
| <input type="radio"/> Business | <input type="radio"/> Music |
| <input type="radio"/> English | <input type="radio"/> Physical Education |
| <input type="radio"/> Foreign Language | <input type="radio"/> Physical Science |
| <input type="radio"/> Health Science | <input type="radio"/> Social Science |
| <input type="radio"/> Home Economics | <input type="radio"/> Vocational |
- ☐ Special Education
☐ Reading Specialist/certificate
☐ Bilingual (BCC or BCLAD)
☐ English Language Development (CLAD, LDS, or ESL)
☐ Specially Designed Academic Instruction in English (SDAIE)
☐ Adult Education
☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight or ground instruction)

Type of California Teaching Credential(s) Held

(Mark "yes" for at least one item.) Mark the bubble(s) indicating the type(s) of teaching credential(s) that you currently hold. Mark "Full Credential" if you have completed your teacher preparation program and hold a preliminary, clear, professional clear, or life credential. Mark "Emergency Permit" or "Waiver" only if it is necessary for your current assignment.

Authorized Teaching Area(s)

(Mark "yes" for at least one item.) Mark the bubble(s) indicating all of the areas which your teaching credential(s) authorize you to teach. If you hold a General Secondary teaching credential, mark the bubble for "General Secondary", and do not mark the bubbles for all subject areas separately.

Do not report university services or administrative credentials.

Mark "no" only when you need to correct the type of credentials or authorized teaching area(s) pre-printed on the form.

STATEMENT OF PURPOSE

The California Department of Education uses information collected on this form for compiling certain state and federal reports and general-purpose statistics; for allocating certain funds; and for determining legal compliance issues.

A Privacy Notification may be found in the *Professional Assignment Information Form Instructions*.

DO NOT MARK IN THIS AREA

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



California Basic Educational Data System
California Department of Education

Privacy Notification

The following notice is provided pursuant to the California Information Practices Act (Civil Code section 1798.17).

1. Legal Authority

California's Education Code (Section 10600 et seq.) provides for the establishment of a basic educational data system and requires schools, school districts, and offices of county superintendents of schools to cooperate with the California Department of Education (CDE) in the establishment and operation of the system. The Legislature specifically intended that data be compiled on the teacher shortage in the state.

2. Responsibility

The CDE's Office of the Deputy Superintendent for Finance, Technology, and Planning is responsible for requesting and maintaining the information contained in the California Basic Educational Data System at the California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.

3. Collection and Use of Information

The Education Code mandates that the CDE collect data on the age of teachers in the workforce, subject matter fields, credential types, and patterns of inservice education for teachers. Data are collected by individual certificated staff member because 1) this allows the data to be aggregated in all the ways they are needed for state and federal reporting required by statute and 2) this enables the CDE to provide general use statistics for California public education. The data will be maintained for reporting or statistical research, but they will not be used by CDE to make any determination about an identifiable person.

Governmental agencies that use the aggregated data provided by the CDE include the California Legislature, the State Department of Finance, the State Teachers Retirement System, the Commission on Teacher Credentialing, the U.S. Department of Education, and the U.S. Department of Agriculture. Aggregated data are also released to other organizations and the general public on request.

CDE may also release individual data to government agencies pursuant to Civil Code section 1798.24(e) where that release is necessary for the transferee agency to perform its constitutional or statutory duties and the use is compatible with a purpose for which the information was collected; or to the University of California or to a non-profit educational institution conducting scientific research pursuant to Civil Code section 1798.24(t).

CDE does not produce reports with individual staff member name or identification number, or with information that identifies a particular staff member. However, each PAIF must include a record identifier so that CDE staff can communicate with the school district to correct any errors, and to preprint the district's staff data for the following year's CBEDS submission. A choice may be made between supplying either (1) the certificated staff member's name, or (2) a separate and unique district assigned identification number. CDE removes the staff names and identification numbers from the final certified data file prior to data reporting. CDE will create and release data files using all of the PAIF data except name, identification number, and birth year. Some reports will use birth year data, but such data will only be aggregated to reflect the age of certificated staff in the work force.

4. Access to Records

Individuals have the right to review their own records maintained by the CDE. Requests for access to individual records must be submitted in writing to the Administrator, Educational Demographics Unit, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.

Professional Assignment Information Form

INSTRUCTIONS

October 2002

Introduction

Thank you for participating in the California Basic Educational Data System (CBEDS). The data you provide, combined with county/district and school level information, will be used to meet the ever-growing demand—from legislators, teacher and administrator groups, school boards, governmental and educational agencies—for timely and accurate information about education in the state.

The information requested on the *Professional Assignment Information Form (PAIF)* is required of each certificated staff.

This document contains: (1) a privacy notification, (2) instructions for completing the PAIF, and (3) an assignment code list.

For special conditions not described in either the PAIF or in this *Supplement*, consult the school principal or the CBEDS Coordinator.

INSTRUCTIONS FOR COMPLETING THE *Professional Assignment Information Form*

Please follow carefully the general marking instructions on the front of the *Professional Assignment Information Form* (PAIF). The form will be read by an optical scanner which is capable of a high degree of accuracy, but only if all marks are made according to those instructions.

Items on the front and back pages have been preprinted for persons who completed a PAIF in 2001. Use a preprinted form **only** if **your** name or District Assigned Identification Number appears on it.

Each PAIF must include information to identify the individual record. A choice may be made between supplying (1) your name, or (2) an identification number which is a separate and unique number for each certificated staff, and has been assigned by your district.

Professional staff absent on Information Day should complete the Professional Assignment Information Form when they return to work, if the October 28 deadline for returning completed forms can be met. The school principal must complete the form for any absentee who has not returned by this date. Name and the District Assigned Identification Number may be provided only with consent of the absent staff member.

Check each of the preprinted items. If the information is correct, do **not** mark the item. To make a correction, print the correct information in the boxes and blacken the corresponding ovals (see the directions given below for each item). The preprinted information should **not** be erased, crossed out, or marked in any way.

Front Page—Demographics

County-District-School

Print the name of the county, district, and/or school, if needed. If you do not work at a specific school in your district, leave the school line blank. If you work at a county office of education, leave both the district and school lines blank. On preprinted forms, the school name has been left blank if you do not work at a county or district office.

Name (optional)

Each PAIF must include information to identify the individual record. If you choose not to submit your name, you must complete the District Assigned Staff Identification Number.

Print your last name, first name, and middle initial in the boxes provided. Carefully fill in the oval corresponding to the letter printed in the box at the top of the column. If a box has been left blank, blacken the blank oval at the top of the column. If you need to make a correction to any portion of your name, reenter your **entire** name and blacken the ovals.

Highest Educational Level

Indicate your highest educational level. Degrees must actually have been conferred. Do not include honorary degrees. Convert quarter hours to semester hours by multiplying quarter hours by two-thirds. If your form is preprinted, do not mark this item unless the level indicated is not correct.

Racial/Ethnic Designation

Indicate the racial or ethnic designation(s) or groups to which you belong or with which you most closely identify. These new instructions are in accordance with the new federal standards which recommend allowing an individual to select more than one designation. The racial/ethnic designations and definitions also have been modified to reflect the new federal standards.

If your racial/ethnic designation(s) is preprinted correctly do not mark this item. If your racial/ethnic designation(s) is preprinted incorrectly enter "N" to delete the incorrect designation and enter "Y" to indicate the correct designation.

Definitions of Racial/Ethnic Designations:

American Indian or Alaska native. A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, or Vietnam.

African American, not of Hispanic origin. A non-Hispanic person having origins in any of the black racial groups of Africa.

Filipino. A person having origins in any of the original peoples of the Philippine Islands.

Hispanic or Latino. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Do not include the Philippine Islands.

White, not of Hispanic origin. A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Portugal, Egypt, and Iran.

District Assigned Staff Identification Number (optional)

Each PAIF must include information to identify the individual record. If you choose not to submit the District Assigned Staff Identification Number, you must complete the section listing your first and last name.

The District Assigned Staff Identification Number is a separate and unique number assigned by the district to each person completing the PAIF. The number may be from one to nine digits and entered in the space provided. The district must keep a record of the assigned numbers to respond to questions during the process of data editing. The District Assigned Staff Identification Number could also be your social security number if the number is voluntarily provided for reporting purposes.

Print the number in the boxes provided. Carefully fill in the oval corresponding to the numeral you printed in the box at the top of the column. If your number is preprinted incorrectly, reenter the **entire** number.

Gender

Fill in the appropriate oval for your gender. If your gender is preprinted correctly, do not mark this item.

Birth Year

Print the last two digits of the year of your birth in the boxes provided. Carefully fill in the oval corresponding to the numeral you printed in the box at the top of the column. If your birth year is preprinted incorrectly, reenter **both** digits.

Educational Service

Enter and grid the numbers requested on the form. If your form is preprinted, the years have been updated to include the current year. To make a correction, reenter **both** digits.

Total years of public and/or private educational service and years of service in a teaching or certificated position in the district must be a minimum of 1 year. If this is your first year of service (beginning after July 1, 2002), enter "1".

Funding for your district for the Beginning Teacher Support and Assessment Program (BTSA) is based upon the number of eligible first and second year teachers in your district. It is imperative that accurate and timely data are provided regarding your first and second year teachers **and** the type of credential they hold.

Inside Pages—Assignments

Review the Assignment Code List before completing the assignment blocks on your form. Use only those codes designated for your specific grade levels and which appear on the Assignment Code List.

Indicate only your **current** assignment(s). List only those you perform at the present time including the course sections you are teaching during the current semester or grading period. Persons with more than eight assignments should combine them by grade level or type to fit into no more than the eight blocks. **Do not report adult, ROP, or child center/preschool classes.**

Prep Period should not be reported by any staff. This change was made solely to eliminate the many errors caused by inaccurate completion of prep period assignment blocks, and is not meant to indicate lack of importance or value of prep periods.

Administrators should complete a separate block for each different assignment they perform.

Pupil Services Personnel should complete a separate block for each different assignment they perform.

Elementary Teachers usually have only one class and should complete only one block. Prep period should not be reported. Elementary teachers who do not teach in a self-contained classroom should refer to the sections on this page regarding support teaching assignments and itinerant teachers.

Secondary and Middle School Teachers must complete a separate block for each period of the day, excluding prep period. *Study hall and homeroom, are included in the category of non-teaching assignments in the code list and should be reported in a separate block.*

Mentor Teachers: Mentor teachers who have release time during the regular school day should report assignment code 6010 with 0 enrollment. Teachers who perform mentor teacher duties outside of the regular school day should not report the mentor assignment.

Resource Teachers: Teachers who act as a resource to other teachers, but do not provide instruction to students, should report assignment code 6017 with 0 enrollment.

Support Teaching Assignments (elementary): Instruction provided by a teacher who is not the primary teacher of record for those students. In most cases, this is a teacher who provides instruction to students in multiple classrooms at a school or to multiple schools. This teacher may also provide instruction to small groups of students within a classroom or in another setting. Districts may use the terms “itinerant” or “pull-in/pull-out” to describe this type of assignment. Teachers who have a support teaching assignment do not need to report enrollment or grade level.

“Prep” Teachers: Teachers who provide instruction to students while the regular teacher has a prep period may report a support teaching assignment code for the subjects they teach. For example: a prep teacher teaches physical education and should report assignment code 2580.

Block Scheduling: Teachers who have a block schedule (alternate day) assignment should report all the classes that comprise their total assignment. For example: a teacher has classes 1, 2 and 3 on Monday, Wednesday and Friday. He also has classes 4 and 5 on Tuesday and Thursday. He should report classes 1, 2 and 3 from Wednesday (Information Day) and classes 4 and 5 from Thursday (the day after Information Day). Each of his 5 classes should be reported in a separate assignment block as 20 percent of his total assignment.

Job Sharing Teachers: Teachers who share a position with another teacher (each teacher has the responsibility for the class of students at a different time) should each report all of the students in the class. For example: Teacher A has a fourth grade class with 28 students for the morning while Teacher B is not working, then Teacher B takes over the same 28 student class for the afternoon while Teacher A is not working. Teachers A and B should each report 28 students. Both teachers would indicate that they have a part-time position.

Team Teaching: Teachers who share a classroom assignment where both provide instruction at the same time should each report half of the students. For example: in a classroom of 28 students, Teacher A teaches reading to a small group of students, while Teacher B provides instruction to the rest of the class. Each teacher should report 14 students for that period of time. If this arrangement only happened during part of the day, it should be recorded in its own assignment block.

Itinerant Teachers: Teachers who provide instruction at more than one school should complete only one PAIF that reflects their total assignment. For example: a music teacher goes to 5 different schools in the district and has 4 classes at each school. She is at only one school on Information Day. She should report the assignments for each of the 5 schools on her one PAIF. The form should be placed at the school where she spends most of her time, or at the district office.

Class Size Reduction Option Two Teachers have no special assignment code designation for PAIF reporting, but the following instructions are critical to correct total class enrollment reporting for the school and district. Each teacher must show an enrollment of at least one student in an assignment block, so if an Option Two teacher is an “assisting” teacher and doesn’t carry an individual class roster, it is very important that one or more of the students in that grade are counted on the assisting teacher’s assignment block and not counted on the principal teacher’s assignment block.

For example: a school has two self-contained first grade classrooms, each with 32 students. Another first grade teacher is hired to work half the day in each classroom to assist with reading and math instruction. Each of the three teachers should use the assignment code 1001 and complete one assignment block, including the assisting teacher who is working in two different classrooms. The 64 students are divided among the three teachers for the purposes of CBEDS reporting only, and each teacher is told which students to report, so that the correct numbers of males and females will be reported. The three-way split of the 64 students could be 21, 21, and 22, or it could be something else that totaled 64.

CBEDS data will be used to respond to questions about class size, so if students are counted more than once, classes will appear larger than they actually are, and if any teacher reports no students, that teacher will be eliminated from class size calculations, again making classes appear larger than they actually are.

Itinerant Pupil Services Staff: Pupil services staff who provide services at more than one school in a district should complete only one PAIF which reflects their total assignment. For example: a school psychologist provides services at 3 different schools. She should report her assignments for all 3 schools on her one PAIF, which would total to 100% of her assignment. She should complete only one assignment block as assignment code 0401 for 100%. The form should be placed at the school where she spends most of her time, or at the district office.

Library Media Teachers: All *school site* library media teachers should use assignment code 0402 when completing the PAIF, regardless of the library credential held - library media teacher, library credential by an earlier name (e.g. librarianship), or an emergency library media teacher credential. The library media teacher credential is a pupil services credential. It is understood that anyone with this assignment services all students in the school. Library media teachers who work at more than one school library in the district, should report their total assignment on one PAIF and place the form at the school site where most of their time is spent or at the district office.

Assignment Block Completion

1. Assignment or Course Title

In the space provided, print the title as found on the Assignment Code List on pages 6-10 of the *Professional Assignment Information Form Instructions*. Use the "other" category code **only** if your assignment cannot be defined by one of the listed titles or if you have a combined responsibility with one of the general groupings of assignments. Indicate only your current assignment(s). Persons with more than eight assignments should combine them by grade level or type to fit no more than the eight blocks.

2. Assignment Code

Print the code number corresponding to your course, class category, or assignment as found on the list. Fill in the oval corresponding to the number you printed at the top of each column. **Use only assignment codes from the 2002 Assignment Code List.**

3. Percent of Your Time Spent in This Assignment

Print the percent of your time **on the job** devoted to this assignment and fill in the corresponding ovals. If **all** of your time is devoted to this assignment, indicate "00" to show 100 percent of your time. The sum of percents for all assignments must total 100, whether you are a full- or part-time employee. If you are paid to teach in excess of a full-time position, the sum of percents for all assignments must total over 100 percent.

For nonteaching assignments, leave items 4 through 6 blank.

4. Enrollment in This Class or Course

For teaching assignments only, indicate the number of male and female students in this class or course section. Print zero(s) in the left column(s) for numbers less than 100 (e.g., 001 or 011). Then, fill in the corresponding ovals, including zeros. Certificated staff in non-teaching positions should leave class or course enrollment blank.

Teachers in support teaching assignments do not need to report enrollment.

Do not include adults in correctional programs.

5. Grade Level (grades K–12)

Indicate the grade level of the majority of students in the class. If two grades are equally represented, indicate the highest grade level represented. Indicate "multiple grades, no majority (K-8 or 9-12)" if more than two grades are represented in the class and no grade level represents over 50% of the students. For grades K–8, you do not need to complete this section for a self-contained classroom assignment.

6. UC/CSU Course (grades 7–12)

Indicate whether or not this course is certified by your school principal as meeting a course requirement by the University of California/California State University for admission. A brief summary of the course requirements for UC and CSU admissions is on page 27 of this manual.

Back Page—Position/Credentials

Position

Report whether your position is full time or part time. If full time and you are paid to teach an extra period or more, mark "teach over 100%". If part time, you must indicate the percent of a full time position you hold.

Distance Learning or Non-public School Services

Please read the following instructions before completing this section. This section is only to record student enrollment in courses where there is no instruction provided by a district or county teacher.

Distance Learning may be a course taught at a school site through a televised broadcast or the Internet, where the teacher providing the instruction is not employed by the district/county. The PAIF for a distance learning instructional assignment should only reflect the assignment code, enrollment, grade level of the majority of students in the class, and whether the course meets the UC/CSU requirements for admission. Do not complete the biographical, status, position, or teacher credential sections for this type of assignment.

If a district/county teacher provides some of the instruction, use the appropriate assignment code and do not use this section. If a district/county teacher provides supervision only and no instruction, use a non-instructional assignment code, such as 6002 (study hall), to record this staff member's assignment.

Non-public School Services may include special education students or other students who receive instruction at a non-public school for instruction the county/district is unable to provide. The PAIF for a non-public school services assignment should only reflect the assignment code, enrollment, grade level of the majority of students in the class, and whether the course meets the UC/CSU requirements for admission. Do not complete the biographical, status, position, or teacher credential sections for this type of assignment.

Teaching Credentials

Regardless of your present assignment, mark all the valid teaching credentials you currently hold. Mark one or more from each of the categories *Types of Teaching Credential(s)* Held and *Authorized Teaching Area(s)*. Teachers who hold a General Elementary Credential or a General Secondary Credential must mark only those areas in the lower section for which they have a specific credential. Do not report emergency permits or waivers if it is not necessary for your current assignment.

For example, an elementary self-contained teacher with a General Elementary Credential would mark from the *Types of Teaching Credential(s)* section, only *Full Credential* and from the *Authorized Teaching Area(s)* section, only *Elementary/self-contained classrooms*. For purposes of this collection, teachers who hold a 30-day emergency permit are not required to report an authorization.

Many requests are made for teacher credential data. If this section is left blank it will appear as if the teacher has no credential and data will be reported as such.

Return of PAIFs

School employees should return their completed PAIF to the school principal. County office and district office employees should return the completed PAIF to their respective CBEDS Coordinator.

Do not return PAIFs for staff members no longer employed by your district.

IMPORTANT: When entering the information requested, you **MUST** mark the ovals corresponding to numbers entered in the boxes above the grids. The optical scanner used to read the information cannot read the numbers printed in the boxes. It reads only the ovals which have been filled in completely.

**ASSIGNMENT
CODE
LIST
2002**

Assignment Code Definitions are available on the California Department of Education website at www.cde.ca.gov/demographics/. The definitions may be accessed on the CBEDS Coordinator's page.

ASSIGNMENT CODE LIST—2002

Teacher Assignments

Self-contained Classroom

- 1015 Kindergarten or pre-first
- 1001 Grade 1
- 1002 Grade 2
- 1003 Grade 3
- 1004 Grade 4
- 1005 Grade 5
- 1006 Grade 6
- 1007 Grade 7
- 1008 Grade 8
- 1009 Combination class (any of gr K-3)
- 1010 Combination class (any of gr 4-8)
- 1012 Combination class (including gr 3-4)
- 1011 Other self-contained classroom assignment (not single-subject)
- 2016 Continuation class
- 2017 Community day class

Special Education

- 3000 Special Day classes/centers
- 3001 Resource specialist

- 3004 Resource specialist (non-teaching assignment)
- 3002 Itinerant consulting teacher

Designated instruction and services:

- 3103 Home/hospital special education instruction
- 3104 Adaptive physical education
- 3105 Special education driver education/training
- 3106 Vocational special education teacher
- 3007 Other instructional staff

Other Instruction-Related Assignments

- 6004 Resource teacher (not special education)
- 6001 Skills center specialist/study skills
- 6003 Full-time teaching principal or superintendent
- 6005 Independent study teacher
- 6007 Alternative/opportunity education teacher
- 6013 Home or hospital teaching
- 6014 Day to Day substitute (permanent employee)
- 6023 AVID

- 2536 Peer counseling/conflict management
- 6098 Other teaching assignment

Support Teaching Assignments (Elementary)

- 2880 Art
- 2489 Computer education
- 2280 Foreign language
- 2488 Mathematics
- 2380 Music
- 2580 Physical education
- 2180 Reading improvement
- 6080 Resource teacher (not special education)
- 2680 Science

Non-Teaching Assignments

- 6002 Homeroom, study hall
- 6010 Mentor teacher
- 6011 Peer assistance review
- 6017 Resource teacher
- 6019 Beginning teacher support and assessment (BTSA)

Teacher Assignments—by Subject Area

Department Chair assignment codes are located on the last page of this assignment code list. Use "other" within each subject area (i.e. other art course, other English course) only if an existing code does not describe the course.

Art

- 2800 Ceramics
- 2801 Design
- 2802 Crafts
- 2803 Art history
- 2804 Art appreciation
- 2805 Photography
- 2806 Drawing
- 2807 Painting
- 2808 Advertising design
- 2809 Cinematography
- 2810 Basic art
- 2811 Jewelry
- 2812 Sculpture
- 2813 Fashion design
- 2814 Fiber and textiles
- 2817 Printmaking
- 2818 Multicultural art/folk art
- 2819 Lettering/calligraphy
- 2820 Computer art/graphics
- 2821 Yearbook
- 2898 Other art course (including combinations of above)

Computer Education

- 2450 Computer literacy
- 2451 Computer programming
- 2453 Computer science
- 2454 Computer lab
- 2455 Web Design
- 2458 Other computer education course (including combinations of above)

Dance

- 2352 Dance choreography and production
- 2353 Dance, movement, and rhythmic activities
- 2354 Folk/ethnic dance
- 2355 Dance fundamentals
- 2356 Independent or advanced study
- 2357 Ballet, modern, jazz dance
- 2358 Other dance course

Drama/Theater

- 2900 Theater/play production
- 2901 Drama/creative dramatics
- 2904 Theater workshop
- 2905 Technical theater/stagecraft
- 2906 Television production
- 2908 Media arts (individual or inclusive)
- 2910 History/appreciation of drama/theater arts
- 2998 Other drama/theater course (including combinations of above)

English

- 2100 Reading improvement/developmental reading/reading recovery
- 2101 Comprehensive English
- 2105 American literature
- 2106 English literature
- 2107 Ethnic literature
- 2108 World literature
- 2109 Other literature
- 2110 English language development
- 2111 Journalism
- 2112 Speech
- 2113 Composition
- 2114 Advanced composition
- 2115 Forensics
- 2116 Language structure/language arts (traditional grammar, transformational grammar, structural linguistics)
- 2117 Science fiction
- 2120 Reading (state-funded Miller-Unruh specialist)
- 2198 Other English course (including combinations of above)

Foreign Languages

- 2214 Chinese (first and second year)
- 2215 Chinese (advanced)
- 2204 French (first and second year)
- 2205 French (advanced)
- 2200 German (first and second year)
- 2201 German (advanced)
- 2202 Italian (first and second year)
- 2203 Italian (advanced)
- 2216 Japanese (first and second year)
- 2217 Japanese (advanced)
- 2212 Korean (first and second year)
- 2213 Korean (advanced)
- 2210 Latin (first and second year)
- 2211 Latin (advanced)
- 2218 Portuguese (first and second year)
- 2219 Portuguese (advanced)
- 2208 Russian (first and second year)
- 2209 Russian (advanced)
- 2206 Spanish (first and second year)
- 2207 Spanish (advanced)
- 2220 Vietnamese (first and second year)
- 2221 Vietnamese (advanced)
- 2223 Chinese (for native speakers)
- 2224 Korean (for native speakers)
- 2225 Spanish (for native speakers)
- 2226 Other language course (for native speakers)
- 2230 American sign language
- 2298 Other foreign language course (including combinations of above)

Health Education

- 2535 Health education
- 2531 Drug/alcohol/smoking education
- 2532 Family life education
- 2533 Sexually transmitted disease education
- 2534 Nutrition
- 2537 Life skills
- 2538 Other health education course (including combinations of above)

Humanities

- 2748 Any humanities course

Mathematics

- 2400 General mathematics/basic mathematics/ vocational mathematics
- 2401 Consumer mathematics/senior mathematics
- 2402 Remedial mathematics/proficiency development
- 2403 Beginning algebra (one year course)
- 2404 Intermediate algebra
- 2405 Plane geometry
- 2406 Solid geometry
- 2407 Trigonometry
- 2408 Intermediate algebra and trigonometry
- 2409 Solid geometry/trigonometry
- 2410 Probability/statistics
- 2411 Modern abstract algebra
- 2414 Analytic geometry/pre-calculus
- 2415 Calculus
- 2417 Advanced algebra/advanced geometry/symbolic logic/number theory
- 2418 Independent study in mathematics
- 2420 Math A
- 2421 Math B
- 2423 Accelerated mathematics (any of gr 4-8)
- 2424 Pre-algebra
- 2425 Integrated mathematics I (college preparatory)
- 2426 Integrated mathematics II (college preparatory)
- 2427 Integrated mathematics III (college preparatory)
- 2428 Beginning algebra Part 1 (first year of a two year course)
- 2429 Beginning algebra Part 2 (second year of a two year course)
- 2498 Other mathematics course (including combinations of above)

Teacher Assignments—by Subject Area

Music

- 2300 Band
- 2301 Jazz band
- 2302 Stage band
- 2303 Orchestra
- 2305 Chorus/choir
- 2306 Vocal jazz /jazz choir
- 2307 Music appreciation/history/literature
- 2308 Music theory
- 2309 Composition/songwriting
- 2310 Instrumental music lessons (brass, guitar, keyboard, percussion, recorders, strings, woodwinds)
- 2311 Recorder ensemble
- 2313 Swing/show choir
- 2314 Chamber/madrigal/vocal ensemble
- 2315 Classroom/general/exploratory music
- 2316 Voice class
- 2320 Electronic music
- 2321 Computers in music
- 2322 Musical theater
- 2398 Other music course (including combinations of above)

Physical Education

- 2500 Physical education
- 2501 Dance, all phases
- 2502 Athletic practice, not extracurricular
- 2598 Other physical education course (including combinations of above)

Special Designated Subjects

- 2505 Military Science
- 2545 Driver education
- 2546 Driver training
- 2548 Other safety education course
- 2602 Aviation education

Science

- 2600 Astronomy
- 2601 Aerospace education
- 2603 Biology
- 2604 Advanced biology
- 2605 Botany
- 2606 Zoology
- 2607 Chemistry
- 2608 Advanced chemistry
- 2609 Oceanography
- 2610 Physical science
- 2611 General science
- 2612 Environmental studies
- 2613 Physics
- 2614 Advanced physics
- 2615 Anatomy
- 2617 Conservation
- 2618 Earth science
- 2619 Energy education
- 2620 Geology
- 2621 Life science
- 2622 Meteorology
- 2623 Physiology
- 2624 Science projects
- 2625 Space science
- 2626 Coordinated/integrated science I
- 2627 Coordinated/integrated science II
- 2628 Coordinated/integrated science III
- 2629 Coordinated/integrated science IV
- 2633 Pacesetter science
- 2635 Conceptual chemistry
- 2636 Conceptual physics
- 2698 Other science course (including combinations of above)

Social Science

- 2700 Anthropology
- 2701 Economics
- 2702 Physical geography
- 2703 Principles of American democracy/government and civics
- 2705 International studies
- 2706 Comparative political systems
- 2707 Current events
- 2708 California history
- 2709 United States history
- 2710 Ethnic studies
- 2711 World history: survey
- 2712 Other history, culture, geography: survey
- 2713 Philosophy
- 2714 Psychology
- 2715 Sociology
- 2719 Student government
- 2722 Career education
- 2724 World regional geography
- 2726 Comparative world religions
- 2728 World cultures
- 2730 Women's history
- 2732 Law-related education
- 2734 History-social science (social studies) (any of grades K-8)
- 2798 Other social science course (including combinations of above)

Teacher Assignments—Advanced Placement (AP) for Grades 9-12 ONLY

Use the following Advanced Placement (AP) course assignment codes only if the course is certified by your school principal as meeting the requirements for the AP program sponsored by the College Board.

Art

- 2870 History of Art
- 2871 Studio Art: General Portfolio
- 2872 Studio Art: Drawing Portfolio

Computer Science

- 2470 Computer Science A
- 2471 Computer Science AB

English

- 2170 English Language and Composition
- 2171 English Literature and Composition
- 2172 International English Language

Foreign Language

- 2270 French Language
- 2271 French Literature
- 2272 German Language
- 2273 Latin-Vergil
- 2274 Latin-Literature
- 2275 Spanish Language
- 2276 Spanish Literature

Mathematics

- 2480 Calculus AB
- 2481 Calculus BC
- 2483 Statistics

Music

- 2370 Music Theory

Science

- 2670 General Biology
- 2671 General Chemistry
- 2672 Physics B
- 2673 Physics C
- 2674 Environmental Science

Social Science

- 2770 Macroeconomics
- 2771 Microeconomics
- 2772 Comparative Government and Politics
- 2773 United States Government and Politics
- 2774 European History
- 2775 United States History
- 2776 Psychology
- 2777 Human Geography
- 2778 World History

Teacher Assignments—International Baccalaureate (IB)

Use the following International Baccalaureate (IB) Course assignment codes only if the course is certified by your school principal as meeting the requirements for the IB program.

Computer Education

- 2465 Computer Science
- 2466 Information Technology in a Global Society

English

- 2160 Language A1 (English)-literature

Fine and Performing Arts

- 2360 Music
- 2860 Art/Design
- 2960 Theater Arts

Foreign Language

- 2260 Language A (non-English)
- 2261 Language B
- 2262 Classical languages
- 2263 Language A2
- 2264 Ab initio

Humanities

- 2768 Theory of Knowledge

Mathematics

- 2460 Mathematical Studies
- 2461 Mathematical methods
- 2462 Mathematics higher level
- 2463 Advanced mathematics

Science

- 2660 Biology
- 2661 Chemistry
- 2662 Physics
- 2664 Environmental systems
- 2666 Design Technology

Social Science

- 2760 Economics
- 2761 Geography
- 2762 History
- 2763 Psychology
- 2764 Philosophy
- 2765 Social anthropology
- 2766 Business organization
- 2767 History of the Islamic world

Teacher Assignments–Vocational Education

Work Experience Education

4900 Work experience education

Agriculture Education

4010 Crop and soil science
4020 Animal science
4030 Mechanics and engineering technology
4040 Business management and marketing
4050 Horticulture and the environment
4060 Forestry, natural resources, and rural recreation
4070 Basic agriculture (first year)
4080 Basic agriculture (second year)
4098 Other agriculture course

Business Education–Marketing

4100 Advertising services
4101 Apparel and accessories
4102 Automotive and parts
4103 Financial services
4104 Floristry
4105 Food marketing
4106 Restaurant marketing
4107 General merchandise retailing
4108 Hardware/building materials
4109 Home furnishings
4110 Hotel and lodging
4111 Industrial marketing
4112 Insurance
4113 International trade
4116 Real estate
4117 Recreation and travel
4118 Transportation
4119 Customer service representative
4121 Small business ownership and management
4122 Marketing fundamentals
4198 Other marketing course

Business Education–Office

4600 Accounting/computer accounting
4601 Computer operations/computer science
4608 Secretarial
4609 Administrative support
4610 Keyboarding (typing)
4613 General office occupations
4614 Word processing occupations
4615 Information processing
4618 Telecommunications
4620 Medical office occupations
4621 Legal office occupations
4623 Business technology
4630 Business economics
4633 Information systems management
4637 Business management
4650 Business career exploration (grades 6-9)
4698 Other office/computer course

Consumer Home Economics Education

4310 Exploratory home economics (gr 6–8)
4311 Consumer economics comprehensive core I
4312 Consumer economics comprehensive core II
4321 Child development and guidance
4322 Articulated child development and guidance
4331 Clothing and textiles
4332 Articulated apparel construction
4341 Consumer education
4351 Family living and parenting education
4361 Food and nutrition
4362 Articulated nutritional science
4363 Articulated principles of food preparation
4371 Resource management
4381 Housing and furnishings
4391 Individual and family health
4396 Other articulated courses in consumer home economics
4398 Other consumer home economics course

Health Careers

4224 Exploring health care (exploratory core)
4225 Introduction to health care

(introductory core)
4226 Preparing to work in health care level 1 (preparatory core)
4227 Preparing to work in health care level 2 (advanced core)
4234 Dental services
4235 Dental services continuing education
4242 Medical office services
4243 Medical office services continuing education
4255 Support services
4256 Support services continuing education
4260 Therapeutic services
4262 Therapeutic services continuing education
4265 Diagnostic services
4266 Diagnostic services continuing education
4267 Preventive services
4268 Preventive services continuing education
4276 Health care information services
4277 Health care information services continuing education
4280 Nursing services
4288 Biotechnology services
4289 Biotechnology services continuing education
4294 Nursing services continuing education
4298 Other health careers course

Home Economics Related Occupations

4400 Child care and development
4401 Teaching careers
4410 Fashion merchandising
4411 Fashion and textile design
4412 Apparel manufacturing, production, and maintenance
4420 Food and hospitality services
4421 Food and beverage production and preparation
4430 Interior design, furnishings, and maintenance
4441 Hospitality, tourism, and recreation
4442 Lodging services
4443 Travel related services
4444 Theme parks, attractions, and events
4451 Family and human services
4452 Elder care/intergenerational services
4461 Consumer, personal and financial services
4471 Food science, dietetics and nutrition
4472 Food science and technology
4498 Other home economic related occupations course

Industrial & Technology Education

Construction Technology

5501 Introduction to construction
5502 Residential and commercial construction
5503 Apartment and home repair/remodeling
5504 Boat building
5505 Brick, block, and stonemasonry
5506 Building, mechanical
5507 Carpentry
5508 Concrete placing and finishing
5509 Construction equipment operation
5510 Cooling and refrigeration
5511 Drywall installation
5512 Electrician
5513 Floor covering installation
5514 Furniture making
5515 Glazing
5516 Heating and air conditioning
5517 Insulation installation
5518 Lineworker
5519 Locksmithing
5520 Millwork and cabinetmaking
5521 Painting and decorating
5522 Pipefitting and steamfitting
5523 Plastering
5524 Plumbing
5525 Roofing
5527 Stage technology
5528 Structural and reinforcement metalwork
5529 Tile setting
5530 Upholstering
5531 Woodworking
5549 Other construction technology course

Electronics Technology

5551 Introduction to electronics technology
5553 Avionics
5554 Biomedical equipment technology
5555 Business machine repair
5556 Communications electronics
5557 Computer electronics
5558 Computer service technology
5559 Electromechanical
5560 Electronic consumer products service
5561 Electronics technology
5562 Hybrid microelectronics
5563 Industrial electronics
5564 Instrument repair
5565 Instrumentation technology
5566 Major appliance repair
5567 Motor repair
5568 Small appliance repair
5570 Electronics assembly occupations
5598 Other electronics technology course

Manufacturing Technology

5601 Manufacturing/materials processing
5603 Computer numerical control
5604 Foundry
5605 Industrial ceramics manufacturing
5606 Jewelry design, fabrication, and repair
5607 Machine tool operation/machine shop
5608 Metal fabrication
5609 Metallurgy
5610 Optical goods
5611 Plastic/composites
5612 Robotics
5613 Sheet metal
5614 Tool and die making
5616 Welding: combination
5617 Welding: electric
5618 Welding: gas
5620 Specialized welding program
5649 Other manufacturing technology course

Explorations in Industrial Technology (for grades K-8)

5940 Exploring technology (general industrial arts)
5945 Communications technology (drafting, electronics)
5950 Construction technology (wood shop)
5955 Manufacturing technology (metal shop)
5960 Power, energy and transportation (auto shop)

Power, Energy & Transportation Technology

5651 Introduction to power, energy, and transportation
5652 Automotives
5653 Aircraft mechanics, combination
5654 Automotive body repair & refinishing, combination
5655 Automotive mechanics, combination
5657 Diesel equipment mechanics
5658 Heavy equipment maintenance and repair
5659 Marine powerplant maintenance
5660 Motorcycle repair
5661 Small engine repair
5662 Truck and bus driving
5664 Automotive body repair
5666 Automotive painting and refinishing
5670 Automatic transmission/transaxle
5671 Manual drive train and axles
5672 Transmissions/drive trains, combination
5674 Brakes
5675 Suspension and steering
5676 Brakes/suspension and steering, combination
5678 Engine performance (including emission control)
5679 Electrical systems
5680 Engine performance/electrical systems, combination
5682 Engine repair
5684 Engine performance/engine repair, combination
5686 Heating and air conditioning
5688 Automotive specialty, other combinations
5698 Other power, energy, and transportation course

Teacher Assignments—Vocational Education

Visual Communications, Drafting

5701 Drafting occupations
5703 Architectural drafting
5704 Civil/structural drafting
5705 Computer-aided drafting/design
5706 Electrical/electronic drafting
5707 Technical drafting
5708 Piping drafting
5709 Technical illustration
5710 Blueprint reading
5749 Other visual communication, drafting course

Visual Communications, Graphics

5751 Graphic communications
5753 Bookbinding
5754 Commercial art
5755 Commercial photography
5756 Composition, make-up, and typesetting
5757 Desktop publishing
5758 Photoengraving
5759 Photography, lithography, and platemaking
5760 Photographic laboratory and darkroom
5761 Printing press operations
5762 Silk screen making and printing
5770 Broadcasting technology
5798 Other visual communications, graphics course

Diversified Occupations

5811 Barbering
5812 Cosmetology
5814 Manicuring and pedicuring
5819 Other personal services course
5831 Fire control and safety
5833 Firefighting
5839 Other fire technology course
5842 Corrections
5847 Law enforcement
5849 Security services
5859 Other law enforcement/security services course
5861 Custodial services
5862 Fabric maintenance services
5864 Textile production and fabrication
5865 Pool and spa service
5866 Bicycle repair
5869 Other diversified occupations course

Applied Technology

5970 Technology core, level 1
5972 Technology core, level 2
5975 Principles of technology
5980 Applied communications
5985 Applied mathematics

Administrative, Pupil Service, and Clinical or Rehabilitative Assignments

“Enrollment”, “grade level” and “meets UC/CSU requirements” should not be reported for the assignments codes on this page.

COUNTY/DISTRICT OFFICES

Administrative Assignments

General Administration

- 0100 Superintendent
- 0102 Deputy or associate superintendent (general)
- 0501 Non-certificated superintendent (including deputy, associate, or assistant superintendent)
- 0103 Administrative assistant (general)
- Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:
 - 0104 Finance/business
 - 0105 Instructional/ curriculum services
 - 0106 Public relations/information
 - 0107 Staff personnel services
 - 0108 Pupil personnel services
 - 0109 Program evaluation/research
 - 0110 Staff development
 - 0111 Food services
 - 0112 Data processing
 - 0113 Transportation
 - 0114 Welfare and attendance
 - 0115 Health/medical services (not school nurse)
 - 0139 Library/media services
 - 0140 Media services
 - 0150 Proficiency/competency
 - 0151 Region/area
 - 0152 Integration/desegregation
 - 0153 Government relations/legal services
 - 0156 Union representative
 - 0117 Assistant administrator/consultant for any of above services
- 0116 Other central office service (including combinations of above)

Administrative Assignments

Program/Subject Area Administration

- Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:
 - 0118 School improvement
 - 0119 Bilingual education
 - 0120 Vocational education
 - 0121 Homemaking education
 - 0122 Compensatory education
 - 0124 Special education
 - 0125 Federal/state-funded programs (general)
 - 0126 Other program (including combinations of above)
 - 0128 Elementary
 - 0155 Secondary
 - 0129 Reading/language arts
 - 0130 Foreign languages
 - 0131 Mathematics
 - 0132 Science
 - 0133 Social sciences
 - 0134 Art/music
 - 0135 Health
 - 0136 Athletics
 - 0149 Physical education
 - 0141 Driver training
 - 0142 Environmental education
 - 0143 Instructional television
 - 0144 Continuation education
 - 0145 Year-round schools
 - 0146 Summer schools
 - 0147 Alternative education
 - 0199 Advanced placement
 - 0148 Independent study
 - 0154 Work experience education
 - 0157 Gifted and talented
 - 0158 Technology coordinator
 - 0159 Activities director
 - 0171 Community day

- 0138 Assistant administrator/consultant for any of above programs or subject areas
- 0137 Other subject area (including combinations of above)

Pupil Service Assignments

Student Support Services

- 0200 Counselor (elementary)
- 0201 Counselor (secondary)
- 0202 Psychologist
- 0203 Psychometrist
- 0204 Librarian/Library Media teacher
- 0205 Social worker
- 0206 Nurse
- 0209 Other medical professional

Special Education

- 0224 Program specialist

Designated instruction and services (D.I.S.):

- 0208 Special education resource specialist
- 0211 Speech pathology/therapy/hearing specialist
- 0212 Audiology
- 0213 Physical therapy
- 0214 Vision therapy
- 0215 Guidance counselor
- 0216 Psychologist
- 0217 Parent counseling/training
- 0218 Nurse
- 0219 Social worker
- 0220 Recreation therapy
- 0221 Diagnostic staff
- 0222 Work study coordinator
- 0223 Occupational therapist
- 0225 Mobility instruction
- 0228 Other noninstructional staff

SCHOOL SITE

Administrative Assignments

General Administration

- 0300 Superintendent/principal
- 0301 Principal
- 0302 Associate administrator, assistant administrator or vice principal (general)
- 6003 Full-time teaching principal or superintendent

Administrator (including associate, assistant, vice principal, director, supervisor, coordinator, dean) for:

- 0303 Instructional/curriculum services
- 0304 Pupil personnel services
- 0305 Food services
- 0306 Library/media services
- 0324 Union representative
- 0307 Other school-level services (including combinations of above)

Program Administration

Administrator (including associate, assistant, vice principal, supervisor, director, coordinator, dean) for:

- 0158 Technology coordinator
- 0308 Bilingual education
- 0309 Vocational education
- 0311 Special education
- 0312 Federal/state-funded programs
- 0314 Elementary
- 0315 Secondary
- 0316 Athletics
- 0318 Continuation education
- 0319 Alternative education
- 0320 Independent study
- 0330 Community day

- 0321 Work experience education
- 0322 Proficiency/competency
- 0323 Gifted and talented
- 0325 Activities director
- 0317 Other program (including combinations of above)

Department Chair

- 2199 English department chair
- 2299 Foreign Languages department chair
- 2359 Dance department chair
- 2399 Music department chair
- 2459 Computer Education department chair
- 2499 Mathematics department chair
- 2539 Health Education department chair
- 2549 Safety Education department chair
- 2599 Physical Education department chair
- 2699 Science department chair
- 2749 Humanities department chair
- 2799 Social Science department chair
- 2897 Fine and Performing Art department chair
- 2899 Art department chair
- 2999 Drama/Theater department chair
- 3009 Special Education department chair
- 4099 Agriculture Education department chair
- 4199 Business Education-Marketing department chair
- 4299 Health Careers department chair
- 4399 Consumer Home Economics Education department chair
- 4499 Home Economics Related Occupations department chair
- 4699 Business Education-Office department chair

- 5999 Applied Technology department chair, industrial and technology education
- 6099 Other Department chair (any combination of subject areas)

Pupil Service Assignments

Student Support Services

- 0400 Counselor
- 0401 Psychologist
- 0402 Librarian/Library Media teacher
- 0403 Social worker
- 0404 School nurse
- 0408 Counselor (continuation education)
- 0409 Other medical professional
- 0407 Other student support services

Special Education

- 0224 Program specialist

Designated instruction and services (D.I.S.):

- 0208 Special education resource specialist
- 0211 Speech pathology/therapy/hearing specialist
- 0212 Audiology
- 0213 Physical therapy
- 0214 Vision therapy
- 0215 Guidance counselor
- 0216 Psychologist
- 0217 Parent counseling/training
- 0218 Nurse
- 0219 Social worker
- 0220 Recreation therapy
- 0221 Diagnostic staff
- 0222 Work study coordinator
- 0223 Occupational therapist
- 0225 Mobility instruction
- 0228 Other noninstructional staff

QUICK LOOK AT THE PAIF

WHO SHOULD COMPLETE PAIF:

Certificated employees: administrators
pupil service staff
teachers

District and University Interns and Pre-interns

Teachers on emergency credentials or waiver

Nonpublic certificated staff paid by the district

Non-certificated administrators: assistant, deputy, or associate superintendent or higher if the district governing board has waived certification requirements

Long-term substitute teachers as defined by district

WHO SHOULD NOT COMPLETE PAIF:

Certificated employees in: adult education
child care
preschool
ROP/ROC programs

Classified employees: paraprofessional
clerical
other classified

Short-term substitute teachers as defined by district

Type of certificated staff	Number of assignment blocks to complete	Report prep period	Report enrollment in course	Report grade level	Report UC/CSU course	May report total percent over 100
Administrators (general admin/program admin) assignment codes: 0100-0199, 0300-0330, 0501	1 per type of assignment	No	No	No	No	No
Administrators - Dept. Chair (release time only) codes: 2359, 2459, 2539, 2549, 2749, 2897, 3009, and all codes ending with '99	1 per type of assignment	No	No	No	No	No
Pupil service staff assignment codes: 0200-0228, 0400-0409	1 per type of assignment	No	No	No	No	No
Self-contained classroom teachers assignment codes: 1001-1015, 2016, 2017	1 per class	No	Yes	No	No	Yes
Departmentalized teachers (K-12) assignment codes: 2100-2998, 4010-5998 excluding dept. chair codes and support teaching assignment codes	1 per period	No	Yes	Yes	Yes	Yes
Special education teachers assignment codes: 3000-3107 excluding dept. chair code 3009	1	No	Yes	No	No	Yes
Other teachers assignment codes: 6001, 6003, 6004, 6005, 6007, 6013, 6014, 6023, 6098	1 per assignment	No	Yes	Yes	No	Yes
Mentor teachers, resource teachers, home- room/study hall teachers and non-teaching assignment codes: 6002, 6010, 6011, 6017, 6019 and 3004	1	No	No	No	No	No
Support teaching assignment codes: 2180, 2280, 2380, 2488, 2489, 2580, 2680, 2880, 6080	1 per assignment	No	No	No	No	Yes

